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ABSTRACT

This evaluative report describes the development of an evaluation plan for counseling services in the Los Angeles Community College District (LACCD) and analyzes implementation efforts. Part I provides an overview of plan development and summarizes the plan's strengths and weaknesses. Part II discusses the role of district leadership in developing the evaluation plan, focusing on the involvement of the LACCD chancellor and board, middle management personnel, the Measures of Effectiveness committee, and counseling chairs. After part III analyzes levels of counselor cooperation, part IV examines the major characteristics of the plan, reviewing its similarities to four kinds of studies (objectives-based, accountability, management information system, and experimental research); and indicating that it is a questions-oriented evaluation plan. In part V, the evaluation plan is presented. Specific objectives are delineated for major goal categories (i.e., recruitment, entering students, continuing students, exiting students, and other). For each objective, tasks to be performed and methods of measuring task accomplishment are specified, and space is provided for evaluating implementation success. Part VI examines reasons for the partial failure of the implementation of the plan as foreseen, focusing on organizational differences and resistance to change. Finally, part VII reviews the actual carryover of the plan. Extensive appendices include relevant forms, campus evaluation reports, a list of counseling functions, and a 9-page bibliography. (LAL)

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POSSIBLE REASONS FOR THE SUCCESSES AND DIFFICULTIES INVOLVED IN THE DEVELOPMENT AND ATTEMPTED IMPLEMENTATION OF A COUNSELING EVALUATION PLAN FOR NINE COLLEGES OF THE LOS ANGELES COMMUNITY COLLEGE DISTRICT

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TABLE OF CONTENTS

		Page
Acknowledgements		i
PART I:	Introduction	1
PART II:	District Leadership	2
	Section A: The Highest Echelons	3
	Section B: The Middle Management Level	3
	Section C: The Counseling Chairs Level	8
PART III:	Levels of Counselor Cooperation	10
PART IV:	What Kind of an Evaluation Plan is This?	13
PART V:	The Evaluation Plan	18
PART VI:	Postmortem: Why Did the Implementation Fizzle?	44
	Section A: Organizational Differences	44
	Section B: Resistance to and Readiness for Change	46
PART VII:	Actual Carryover	54
Appendix 1	District-wide Counseling Evaluation Conference	57
Appendix 2	Comprehensive Evaluation Services	59
Appendix 3	By-Program-Objective Reporting Format	64
Appendix 4	By-College Reporting Format	67
Appendix 5	Conditions Related to Readiness for Change	70
Appendix 6	Carryover: Counseling Accountability at Los Angeles Valley College	72
Appendix 7	Carryover: Counseling Accountability at Los Angeles Trade-Technical College	79
Bibliography		83

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A number of people deserve special recognition for their contribution to:

The counseling accountability effort herein described;

The development of the district-wide counseling Evaluation Plan presented in Part V of this paper; and, in addition,

The development of this paper itself.

While a complete list of active participants is given in Part II of this paper, it is appropriate to single out some of the "prime movers" of this project. They are:

- Dr. Leslie Koltai, chancellor, Los Angeles Community College district, who took the leadership in charging the district's counselors with creating and implementing a district-wide counseling Evaluation Plan.

- Various Board members who echoed the chancellor's call and described the reasons they saw in support of the accountability endeavor.

- Dr. Alice Thurston, then president of Los Angeles Valley College, who, as Dr. Koltai's representative at the 1981 Evaluation of Counseling conference, reviewed relevant research and added a college president's perspective on why developing such a system would be in the counselors' and the colleges' best interests.

- The members of the Los Angeles Community College counselor's association who organized two end-of-the-year conferences to address the evaluation issue.

- Mrs. Del Anderson, then Dean of Student Services at Grossmont College, and selected counselors from Grossmont who described the counselor accountability model they had created and were using.

- Dr. Peter MacDougall, then Acting Director of the district's office of Student Services, who took the initiative to operationalize the accountability goal of the board and the chancellor by pulling together and chairing a district-level "Measures of Effectiveness" (MOE) committee. That committee was to oversee the development and implementation of evaluation systems, not just for counseling but all other student services as well.

- The members of the MOE committee, many of whom had made progress toward accountability in counseling and other student services.

- Victoria Richart, now Assistant Director of the district's office of Student Programs, who provided the much needed district-level on-going support for continuing the drive for student services accountability after the MOE committee unraveled.

- Mr. Robert Garber, then chair of the nine counseling chairs, (the district-level committee of nine chairs--one selected from each of the nine colleges) who also acted as chair of the Evaluation Plan writing team.

- All nine counseling chairs who gave their cooperation.

- All four of the members of the Evaluation Plan writing team who did the writing and rewriting of the Evaluation Plan.

- Dr. Donald Kester, consultant, Los Angeles County Office of Education, who acted as an outside evaluation consultant.

- Mrs. Bernice Robinson, Dr. Kester's secretary, who typed the rough drafts and final version of the Evaluation Plan and this paper.

PART I

INTRODUCTION

In 1980 and 1981, the Los Angeles Community College district developed an Evaluation Plan for counseling districtwide. Early in that development, two key factors existed: district leadership not only at the highest echelons but also at the middle management levels, and receptivity and cooperation on the part of the representatives of the counselors. All district counselors were not involved since their number was approximately one hundred-thirty (130). Given both leadership and cooperation, a comprehensive Evaluation Plan for counseling was developed. That plan, which consisted of forty (40) measurable objectives, is presented in Part V of this paper.

However, while the counseling accountability effort was successful in developing the district-level management-by-objectives plan, it was not as successful as hoped in having counseling staff at several campuses implement high priority objectives in the plan. In fact, the counseling accountability endeavor was severely crippled as attempts were made to proceed from the development phase to the implementation phase.

Middle management leadership, which was contained in a district "Measures-of-Effectiveness" (MOE) committee, became distracted as all members of that committee either moved on to bigger and better things or were reassigned to new tasks.

Although the effort to both develop and implement the plan districtwide must be considered only partially successful, it is, nevertheless, true that district leadership and cooperative counselors spent many man-days conscientiously developing an evaluation plan that, to them at the time, seemed reasonably complete and applicable to all of the nine colleges' counseling programs and services.

The Evaluation Plan presented in this paper, while implemented only partially or indirectly at three colleges, still represents some of the best thinking on the topic by professional counselors who honestly tried to build a plan that would apply to all nine colleges and yet provide for individual patterns of emphasis at different colleges.

The plan can be seen as valuable input for others who seek to make community college counseling services and programs "more accountable." An attempt at accountability is seen by many as imperative, now, during what is generally recognized as a financial crisis--at least in California. It is believed that others can benefit from reading about both the successes and difficulties described here.

On the plus side, the Evaluation Plan was seen by all nine counseling chairs as a reasonably good first draft--one that could be implemented in stages at their respective campuses. The plan, therefore, has "passed muster" insofar as it represents acceptance by counselor representatives from all of the nine colleges.

On the minus side, it must be admitted that it was not implemented as planned. The difficulty experienced at that stage can be explained by reference to what is known about factors necessary to "readiness for innovation." More particularly, Cluster three, "stability of the staff undergoing change," -- or rather the lack of such stability, can be seen as especially crippling. These factors, together with some organizational ones, will be considered in detail later in this paper. For now, suffice it to say that valuable lessons can be gleaned, not only from the victories described here, but also the disappointments.

PART II

DISTRICT LEADERSHIP

Leadership was exercised at several different levels inside this, the largest of all community college districts in the nation. (Its 1983 enrollment was reported to be 141,766.) Leadership existed: 1) at the highest echelons, 2) at the middle management level, and 3) at the counseling chairs level. Certainly, without such coordinated leadership, the Evaluation Plan presented in this paper would never have been developed.

SECTION A: The Highest Echelons

Of course, within the Los Angeles Community College district, the "highest echelons" would refer to the district's chancellor, Dr. Leslie Koltai, and members of the board. In fact, these are exactly the people who initiated the district's counseling accountability endeavor.

In May of 1980, counselors from all the district's nine colleges assembled for an end-of-the-year meeting. The speakers were Dr. Koltai and a couple of board members. The general message could be paraphrased as: "I call on the counselors to establish a district-wide counseling accountability system because..."

In May 1981, the message was repeated at a similar meeting that was billed as a workshop on "Issues in the Evaluation of Counseling Services as a Guide to Ourselves." (Please see Appendix 1.) At the 1981 follow-up workshop, Dr. Alice Thurston, then president of Los Angeles Valley College, represented Dr. Koltai and delivered yet another strong address in support of counseling evaluation. Again, a board member underscored that message. Later that day, Del Anderson, the Dean of Guidance Services at Grossmont College, described their college's "counselor accountability model." (Anderson, Del. "Counseling Accountability Model of Grossmont College, A Working Paper," 1981. In ERIC ED 214 581.)

After Del's address, the remainder of the day was spent in working on ideas related to the evaluation of counseling as it might possibly be conducted in the Los Angeles Community College district.

SECTION B: The Middle Management Level

Between the two end-of-the-year meetings for all 130 counselors in the district mentioned--that is, after the May 1980 meeting, at which Dr. Koltai spoke, but before the May 1981 follow-up workshop, middle management personnel stepped in to operationalize the direction described by the policy makers, (i.e., the chancellor and the board). At this level, the big push for the evaluation came from the Measures of Effectiveness (MOE) committee established and chaired by Dr. Peter MacDougall, then Acting Director of the Los Angeles Community College district's office of Student Services. The entire committee included:

DISTRICT-WIDE STUDENT SERVICES
"MEASURES OF EFFECTIVENESS" (MOE) COMMITTEE

- Dr. Peter MacDougall, then Chairman of the MOE committee and Acting Director of the district's office of student services. Before that, Dr. MacDougall was Dean of Students at Los Angeles Pierce College and today is the President of Santa Barbara City College.
- Bernard Ancheta, then Dean of Students at West Los Angeles College and now Vice President of Administrative Affairs at West Los Angeles College.
- Nancy Conrath, then Acting Coordinator and now Director of the Office of Educational Planning and Resource Development, Los Angeles Community College District.
- Bill Lewis, then Dean of Students at Los Angeles Valley College and now Dean of Students at Los Angeles Pierce College.
- Victoria Richart, then Coordinator of Student Services and now Assistant Director of Student Programs, Los Angeles Community College District.
- Manuel Ronquillo, then Dean of Students at East Los Angeles College and now a Counselor at Los Angeles Trade-Technical College.
- Rebecca Tillberg, first as Research Analyst in Student Services, then as Coordinator of Admissions, Los Angeles Community College District.
- Dr. Ed Young, then Acting Dean of Students at Los Angeles Pierce College and now Vice President of Academic Affairs at Los Angeles Valley College.

From time-to-time, others were invited to share their ideas on evaluation of student services with the members of the MOE committee. Juan Cruz, Specialist in College Services with the State of California Chancellor's Office attended at least one meeting as did Ed Robings, who, at the time, was Acting President at Los Angeles Harbor College and who is currently President of Oxnard College.

As is readily apparent from a reading of the above list, the MOE committee membership was ravaged by competing demands brought on by changes in work assignments--not the least of which was evident in the loss of the MOE chairman to the president's position at Santa Barbara City College. Unfortunately, for the prospects of the counseling accountability undertaking, virtually all the MOE members had to contend with added responsibilities, new job titles, or similar responsibilities but different staff members.

Given the dramatic "instability of staff" problem that hit the MOE committee with full force a matter of months after it had been constituted, it is quite remarkable that as much was accomplished. As mentioned, Dr. MacDougall began to assemble the MOE committee during the 1980-81 academic year. Although much of the work of that committee has been lost, it is possible for the current writers to present a few of the early ideas of that committee. As time would tell, some of the early thinking of the committee was quite accurate. It should again be noted that without the leadership from this, albeit short-lived, committee, the evaluation plan contained in this paper would not exist. Further, without the pressure from the committee, the planned implementation was not possible.

As early as mid-May 1980, Dr. MacDougall had written to the District's Council of Student Services regarding the "development of Measures of Effectiveness for Student Services." As early as that, he enunciated the reasons; he wrote: "Certainly the tight budget pictures and our obligation to provide effective systems warrant the development and implementation of such a system," (MacDougall, May 14, 1980). Further, "It was agreed that if the system was to be effective, then those involved with its implementation should be involved in its design," (MacDougall, May 15, 1980). At a minimum, those involved would include: The Liaison Deans of Students and various Student Service subcommittees such as: Handicap Coordinators, Counseling Department Chairs, Directors of Child Care Centers, Placement Coordinators, Coordinators of Financial Aid, and so on.

It was expected that some degree of resistance would arise. One way of dealing with this, when it arose, was to work with the representative of the Student Services specialist areas to identify two kinds of data--"descriptive" and "evaluative." These terms were defined as follows:

Descriptive Data

This type of data seeks to identify what you do and includes how many people are served, how we serve them, and how we coordinate with others. The information gathered would include, for example:

a. Number of participants served. Whether these individuals were repeaters or first-time users.
b. The category of service obtained. For example, personal counseling, career counseling, crisis intervention, etc.

c. Relationship of services to others. For example: referred by a faculty member, referred to learning resource center, etc.

d. Reason for obtaining service. For example: presenting problem.

Evaluative Data

We would be seeking to determine the impact of the service and assess cost-effectiveness. Specific information would be as follows, for example:

a. Importance of service to students. Did they stay in school because of service provided?
b. Importance of the service to the college. How it relates to the instructional program, recruitment, etc.
c. General impact of the service.
d. Cost-benefit of the service. (MacDougall, 1980)

It was felt that less resistance would arise relative to descriptive data, and while input would initially be solicited on both types of data, the first accountability plan would likely include more of the descriptive kind. Then, later, as the counselors saw they could trust the system more, some evaluative data could be collected as part of the second and third accountability plans.

As it turned out, the plan that was written did carry over to future work in accountability, especially at two colleges. The kind of data that were collected was largely of the descriptive kind. The MOE committee, it would seem, was very accurate in their thinking. Some of the criteria to be applied in deciding which descriptive or evaluative data to collect were:

a. Usefulness, i.e., it will tell us something we need to know.
b. Data should be easy to collect, i.e., simple for the staff person to record and forward.

c. Data gathering method should insure accuracy among staff members. (Everyone should be able to understand the system and record items properly.)

d. Should be easy to interpret.

e. Data can be tabulated manually or be used by Data Processing. (MacDougall, 1980)

While the description of the workings of the MOE committee are incomplete, it does show the overall structure and some of the early ideas discussed.

In July of 1980, after the MOE committee had been organized and had met several times, Dr. MacDougall invited an outside evaluation consultant, Dr. Kester, to "participate in the project." From the County Office:

Dr. Donald L. Kester, consultant
Educational Program Evaluation,
Research and Audit
Los Angeles County Office of Education
Downey, California

Dr. MacDougall invited Dr. Kester to participate because the MOE committee liked the Program Evaluation Plan that had been developed for the district's Handicap Program and Don had assisted Victoria Richart-Schmoeller during the development and implementation of that management-by-objectives plan. (Schmoeller, Victoria Richart and Donald Kester, "This Model Management and Evaluation System of a Large $1.5 Million Program for Handicapped Students in all Nine Los Angeles Community Colleges Provides Both Cost-Benefit and Program Quality Information," 1977. In ERIC ED 148 451).

Dr. Kester's services were just part of several program evaluation services that were available to K-14 administrators in Los Angeles County. (Please see Appendix 2 of this paper for complete list of available evaluative services.)

After the MOE committee approved the Handicap Program Evaluation Plan approach to student services evaluation, Dr. MacDougall lost no time in deploying Dr. Kester. In October of the 1980-81 academic year, Dr. MacDougall wrote:

The Measures of Effectiveness (MOE) committee endorsed the proposal that..."Don (Kester) work individually with each of the student services specialty groups to assist those staff members in developing evaluative measures of effectiveness and in designing a form and procedures to assist the groups in collecting the data.... Don's work will be coordinated by Vicky (Richart-Schmoeller) and Rebecca Tillberg." (MacDougall, October 8, 1980).

In later meetings the committee decided that the focus for Don, Victoria, and Rebecca should be on two high priority areas--the Counseling Program and the Child Care Center's Program. As it turned out, Rebecca Tillberg left on parental leave; thus, Victoria Richart and Don began working with the two Student Services area personnel, using the Handicap Evaluation System as a kind of model. The Child Care Centers' Evaluation Plan was developed and implemented. (Crummer, Karen... Victoria Richart, and Donald Kester, "Showing Off What We Do and How Well We Do It: or: How the Child Development Center Program at Nine Los Angeles Community Colleges Demonstrates Accountability," 1982. In ERIC ED 224 508).

By Spring, 1980-81, the MOE committee had been adversely affected by the loss of several of its key members. The fabric of the committee unraveled. As time passed, the MOE district-level drive came to be centered in just one person--Victoria Richart--who, in spite of her new, additional assignments, continued to support the activities of the two Student Service areas to develop and implement their own evaluation plan.

With the near collapse of the MOE committee's push, the work shifted to the Counseling Chairs and the Child Care Center directors. Both groups successfully developed their own Evaluation/Accountability Plan, but only the Child Care Center directors were successful in implementing their plan through the use of peer review team on-site evaluation visits and reports.

SECTION C: The Counseling Chairs Level

Each year the counselors at each of the nine community colleges in the Los Angeles Community College District (LACCD) elect a chair (chairman) of counseling who serves for a three-year term on the district-level Counseling Chairs committee. During the development of the Evaluation Plan presented in this paper, the Counseling Chairs were:

Robert Garber, chair of the
nine counseling chairs and
Chair, Counseling Services
Los Angeles Pierce College

Earl Adams, chair
Counseling Services
Los Angeles Trade-Technical College

Althea Baker, chair
Counseling Services
Los Angeles Mission College

August Bissiri, chair
Counseling Services
Los Angeles City College

Jessie Flores, chair
Counseling Services
Los Angeles Harbor College

Kay Mancusi, chair
Counseling Services
West Los Angeles College

Frank Gutierrez, chair
Counseling Services
East Los Angeles College

Harry Miller, chair
Counseling Services
Los Angeles Southwest College

Michael Saluzzi, chair
Counseling Services
Los Angeles Valley College

Three of the nine counseling chairs responded to the call to the Counseling Chairs committee to serve on the team that would write the Counseling Services Program Evaluation Plan. Dr. Kester also responded. The Evaluation Plan Writing Team, therefore, included:

- Robert Garber, writing team chair
- August Bissiri, writing team member
- Donald Kester, writing team member
- Michael Saluzzi, writing team member

It is appropriate that the nine counseling chairs be recognized here in Part II, "District Leadership," because they surely did exercise leadership in the development of the Evaluation Plan. However, it should also be noted that although each of the nine counseling chairs had some responsibilities that could be called administrative or managerial, they are, by collective bargaining contract, correctly identified as faculty--not management. In fact, the nine chairs actually serve at the pleasure of the counselors who elect them. The chairs had no line-authority relative to other counselors. Other counselors were not subordinates but rather colleagues.

Because of the counseling chairs' position being somewhere in a "no man's land" between management and faculty, they must be mentioned, not only in this part devoted to leadership, but also in the next part in which counselor cooperation is discussed.

PART III

LEVELS OF COUNSELOR COOPERATION

So far, we have seen how leadership emerged at different levels as this evaluation undertaking developed; but, it is one thing to see leaders and leadership groups emerge--it is quite another thing to see that others are willing to follow, or at least cooperate. After all, without followers, those who would be leaders would soon find themselves alone. How then was receptivity by counselors to counseling accountability to be explained? One answer, often suggested as a potent motivator, is to be found in the severe financial crisis that existed in California community colleges and the student services fallout that accompanied that crisis. The data quoted here are old, but, nevertheless, will serve to illustrate the point.

In 1979, Ron Farland and Jim Hirschinger of the College Services staff of the California Community College Chancellor's office presented a paper to the Board of Governors of the California Community Colleges. In that paper, results from questionnaires sent to one-hundred and five (105) Community Colleges showed that the following staff reductions had taken place. (For the complete table, please see Farland, Ron and Jim Hirschinger, 1979. In ERIC ED 175 511).

TABLE I

SOME REDUCTIONS FOUND IN COUNSELING

Reduction of full-time counseling staff	Yes	52	(54.7%)
	No	41	(43.2%)
Reduction of part-time counseling staff	Yes	64	(67.4%)
	No	28	(29.5%)
Administrative/Supervisory cuts	Yes	38	(40.0%)
	No	52	(54.7%)

At every opportunity, administrators had pressed the case for accountability on the basis that as the funding pie continued to shrink, counselors and other student service workers would need to demonstrate the value of their services. Dr. Koltai had made the argument in May of 1980--Dr. Thurston had made it in May of 1981--board members had and middle managers had. This was not their only argument in favor of accountability but it was a consistent one and one that at first-glance appears to be a motivating one.

The argument was not that all of the approximately one-hundred and thirty (130) counselor positions would be eliminated--although that was a remote possiblity depending on the severity of the crisis--but that administrators and board members who supported counseling needed heavier-than-usual ammunition to use in their defense of counseling in those intense political battles that they could see coming.

Battles would be raging, the argument went, not only at the highest echelons, but also at the district's middle management levels and at the local college levels. Especially strong voices were heard in support of counselor accountability, not the softest of which could be heard emanating from the nine Deans of Students' offices.

While the threat of reduction of counseling staff seemed to administrators, at the time, to be a strongly compelling force in favor of the establishment of the district-level accountability system, looking back, such a threat was probably not as compelling as was thought.

In the first place, a large proportion of the counseling staff at many of the nine colleges were insulated from such threats; they had many years of seniority and held the old "general secondary teaching credential." This meant that even if counseling staffs were cut severely--in half, say--they would simply move into teaching and they could teach any number of subjects based on their old inclusive credential. So, the threat of a "loss of a job" simply did not exist for them. Such a threat may have existed for many of the newer, fully credentialed counselors who did not have either a teaching credential or enough seniority to be able to bump a few times and still remain at the college. Since the older, nearly "untouchable," counselors were a majority of the counselors at a number of colleges, this "insulation to job loss" may have been a factor in the lack of implementation of the Evaluation Plan.

On the other hand, the "insulation" of the "old-timers" was perhaps only partial. Many held both the teaching and counseling credentials and yet they had chosen to counsel rather than teach. While it was true that they would not lose their jobs or incomes if counseling were severely cut, they could find themselves in front of three to five different classes teaching a subject with which they may not have been current. Having chosen counseling over teaching, a severe cut might leave them in a job that was their "second choice." So, the "old-timers" were, at best, partly supportive and partly cooperative. They were not outrightly hostile but they were not enthusiastic either. Their attitude was "mixed."

In contrast, the nine chairs were very supportive; so supportive, in fact, their role was justifiably discussed under the heading "district-leadership." As a group of nine, the chairs repeatedly discussed the merits of putting an evaluation plan together. They agreed it should be done; they encouraged their members to volunteer to join the Evaluation Plan Writing Team; they reviewed the Team's thinking and early drafts, and gave their unanimous approval to the plan presented in this paper.

Of all the counselors involved, those who gave the most support to the evaluation effort were those on the Evaluation Plan Writing Team: Robert Garber from Pierce, August Bissiri from City, and Mike Saluzzi from Valley. Robert, August and Mike met with Dr. Don Kester to write, rewrite, carry their ideas back to the nine chairs and rewrite again until consensus could be reached.

In conclusion, support from counselors was great among the writing team, strong among the nine chairs, and mixed among the remaining counselors.

PART IV
WHAT KIND OF AN EVALUATION PLAN IS THIS?

The title of this part clearly suggests that there is not just one kind of evaluation. This leads to the question: How many kinds are there? Although, as might be expected, it depends on which authors one reads, for our purposes here, the taxonomy that will be accepted is that given by Daniel Stufflebeam and William Webster in a 1980 journal article. According to them, there are at least thirteen (13) different **approaches** to evaluation. (Stufflebeam, Daniel and William Webster, "An Analysis of Alternative Approaches to Evaluation," Educational Evaluation and Policy Analysis, May-June 1980.)

Again, as might be expected, the Evaluation Plan, herein presented, does not fit neatly into just one category--rather it incorporates attributes of several categories.

Stufflebeam and Webster began their article with a definition of evaluation that is acceptable. They state: "...an educational evaluation study is one that is designed and conducted to assist some audience to judge and improve the worth of some educational object." (Stufflebeam and Webster, 1980)

Of course, the **educational object** here is the counseling program in all nine colleges and, of course, there are multiple audiences for whom the evaluation was to be done. The chancellor and the board are one audience. Middle managers at the district and at the individual colleges make up another audience. Counselors themselves form another audience followed by the college community, the state authorities, and finally, the public. Since final internal decision-making authority on what and how much to cut is located at the higher

levels, those audiences would, of course, be the most important. Thus, the chancellor, his staff at the district office, and local campus deans of students, and, of course, the state authorities--who withheld funds in 1983-84---would be the primary audiences.

Stufflebeam and Webster list their thirteen evaluation kinds under three main headings. The first kind, **politically oriented** evaluations, promote a positive (or negative) view of the object without regard to its actual worth. The second kind, **questions oriented** evaluations, answer questions about an object. Finally, **values oriented** evaluations, assess an object's true worth. The Evaluation Plan in this paper is primarily **questions oriented** although it has some characteristics or potentialities that are more **value oriented.**

This Evaluation Plan is similar to four kinds or **study types** of **questions oriented approaches** to the evaluation of educational programs. This Evaluation Plan is similar to: 1) **objectives-based studies**, 2) **accountability studies**, 3) **management information systems studies**, and 4) **experimental research studies.** The table on the following page shows the important characteristics of these four approaches. (For the entire table, please see Stufflebeam, Daniel and William Webster, 1980.)

TABLE II

AN ANALYSIS OF QUESTIONS ORIENTATION STUDY TYPES (QUASI-EVALUATION)

Approaches	Questions Orientation (Quasi-Evaluation)			
Definitions		Studies that address specified questions whose answers may or may not assess an object's worth		
Study Types	Objectives-based Studies	Accountability Studies	Management Information Systems	Experimental Research Studies
Advance Organizers	Objectives	Personnel institutional responsibilities	Program objectives, activities, and events	Problem statements, hypotheses, and questions
Purpose	To relate outcomes to objectives	To provide constituents with an accurate accounting of results	To supply continuously the information needed to fund, direct, and control programs	To determine the relationship between specified independent and dependent variables
Source of Questions	Program developers and managers	Constituents	Management personnel	Researchers and developers
Main Questions	Which students achieved which objectives?	Are those persons and organizations charged with responsibility achieving all they should achieve?	Are program activities being implemented on schedule, at a reasonable cost, and with expected results?	What are the effects of a given intervention on specified outcome variables?
Typical Methods	Analysis of performance data relative to specified objectives	Auditing procedures and mandated testing programs	System analysis PERT, CPM, PPBS, computer-based information systems, and cost analysis	Experimental and quasi-experimental design
Pioneers	Tyler	Lessinger	Cook, Kerr	Lindquist, Campbell Stanley, & Cronbach

This Evaluation Plan is based largely on the middle two study types--accountability studies and management information systems; however, much of the history of the evaluation of educational programs can be traced to the other two types--experimental research studies and objectives based studies. It is an understatement to say these two types are historically important.

It is likely that most older evaluators, who are working in the field today, were university trained in experimental research and gained further training; that is, inservice training, in objectives-based evaluation. Younger evaluators likely would have received university training in both; whereas, the youngest evaluators likely would have received university training in several different approaches. These various training experiences are due to the fact that educational program evaluation, as a field, has moved forward rapidly in recent decades.

As will be seen, this Evaluation Plan includes several opportunities for experimental or quasi-experimental research. For example, the first objective, Objective 1.1, states that the department chairman of counseling at each campus will conduct high school liaison as measured by three records. In true Tylerian form, an analysis of actual performance relative to specified objectives is to take place as a part of the evaluation; however, the objective refers to what a program manager is to do rather than what a student is to do (Tylerian) and so it fits better with an accountability study or a management information system. Further, this objective has, as one measure, a record of high school visits which shows, among other things, follow-up information such as the number of contacted students who applied for admission, enrolled, and attended classes. This measure anticipated a comparison on WSCH and ADA generated by those who were contacted via high school visitation as compared to those who were not. This, of course, is not a really **clean** or **true** experimental design but does approach a quasi-experimental design as discussed by Campbell and Stanley. (Campbell, Donald and Julian Stanley, 1963)

This evaluation plan is also partly **client-centered** and partly **connoisseur-based**. For example: "How is the program judged by those who are involved in it?" is a question built into the plan. As part of Objective 2.3, that calls for **individual counseling appointments for new and returning students**, Measure "d" requires that students themselves evaluate the counseling they

have received. Further, **educational experts** are used in client-centered studies and **critics and authorities** are used in connoisseur-based studies. The peer review system built into this Evaluation Plan was intended to utilize counselors from other campuses as experts, authorities, and critics during peer review team on-site evaluation visits which would use this evaluation plan. A closer look at these two study types are shown below in Table III. (For the entire Table, please see Stufflebeam, Daniel and William Webster, 1980)

TABLE III

AN ANALYSIS OF VALUES ORIENTATION STUDY TYPES (TRUE EVALUATION)

Approaches	Values Orientation (True Evaluation)	
Definitions	Studies that are designed primarily to assess some object's worth	
Study Types	Client-centered Studies	Connoisseur-based Studies
Advance Organizers	Localized concerns and issues	Evaluators' expertise and sensitivities
Purpose	To foster understanding of activities and how they are valued in a given setting and from a variety of perspectives	To critically describe, appraise and illuminate an object
Source of Questions	Community and practitioner groups in local environments and educational experts	Critics and authorities
Main Questions	What is the history and and status of a program and how is it judged by those who are involved with it and those who have expertise in program areas?	What merits and demerits distinguish an object from others of the same general kind?
Typical Methods	Case study, adversary reports, socio-drama, responsive evaluation	Systematic use of refined perceptual sensitivities and various ways of conveying meaning and feelings
Pioneers	Stake	Eisner

In conclusion, the Evaluation Plan that is presented in the next part of this paper, Part V, is primarily a **questions-oriented** evaluation plan. While it has some characteristics that could be categorized as similar to other types of studies--namely, objectives-based, experimental research, client-centered, and connoisseur-based--it is most like a management-information system study or an accountability study. This is appropriate since the chancellor's initiating charge was "...the counselors need to become more accountable..." It was also appropriate since these two were the best types to use to evaluate the district's specially funded Handicap Program.

PART V
THE EVALUATION PLAN

This Evaluation Plan is one of a series that were developed during a few months in the spring of the 1980-81 academic year. It has been written, rewritten, and rewritten again. After it was rewritten the second time by the Writing Team, it was taken back to the nine counseling chairs who, in the fall of 1981, accepted it for pilot-testing at selected colleges during that and the next academic year.

The implementation was to occur in stages. It was hoped that two or three colleges would volunteer to implement several objectives on a pilot basis. After results from the on-site peer review team visits were known, objectives could then be rewritten. Thus, it was recognized early that this plan needed a pilot-testing before it could be more broadly implemented. The results of the shakedown were to remain internally confidential; i.e., key administrators at the colleges and at the district plus counselors or their representatives were to know the results but the information was not to be broadly released until after the evaluation system had been revised and improved to the satisfaction of those administrators and counselors. Thus, the evaluation plan was to be fully implemented at all nine colleges but it was planned to be implemented somewhat gradually over two or more installation years.

It was hoped that at the end of that time a truly district-level evaluation system would exist and that it would become as routine as the district-level evaluation systems for the Handicap Program and the Child Care Centers have become.

This grand implementation strategy fizzled, of course. A few reasons for the fizzling will be discussed in Part VI of this paper. For now, the reader should understand that the Evaluation Plan presented here is really a working paper and that, although it had the "blessing" of the nine counseling chairs from all the colleges involved, the intention was that it was then simply ready for pilot-testing.

As mentioned earlier, this plan consists of a number of program objectives---forty (40) to be exact. These objectives fall under five (5) different goal areas: Goal 1 - recruitment; Goal 2 - entering students; Goal 3 - continuing students; Goal 4 - exiting students; and finally, Goal 5 - other. Each goal area has a certain number of objectives within it. Goal 1 has five (5) objectives that relate to recruitment; Goal 2 has five (5) objectives that relate to entering students; Goal 3 has seventeen (17) objectives that relate to continuing students; Goal 4 has three (3) objectives that relate to exiting students, and Goal 5 has ten (10) objectives that relate to other--an obvious "catch-all" category. All this is summarized in Table IV below.

TABLE IV

GOAL NUMBER, AREA, AND NUMBER OF OBJECTIVES PER GOAL AREA FOR THE EVALUATION PLAN FOR DISTRICT-WIDE COUNSELING

GOAL		NUMBER OF OBJECTIVES
NUMBER	AREA	
GOAL 1.0	RECRUITMENT	5
GOAL 2.0	ENTERING STUDENTS	5
GOAL 3.0	CONTINUING STUDENTS	17
GOAL 4.0	EXITING STUDENTS	3
GOAL 5.0	OTHER	10
	TOTAL	40

The Evaluation Plan is designed to be easy to read and its format, in some respects, resembles other management information or accountability plans; however, some introductory information about the format of this particular plan is in order. Each of the forty (40) objectives are divided into four units which are noted by the first four columns. The four units and columns correspond to the four parts of a measurable program objective: "Who," "Does What," "By When," and "How" the task accomplishment will be known. That is, each program objective shows: 1) Who is to do the task (identified on the page as "Person(s) Responsible"), 2) What the task is (identified as "Task to Be Performed"), 3) How the successful completion of the task will be measured (identified as "How Task Accomplishment Will Be Measured"), and 4) the date by which the task is to be completed (identified as "Date of Completion").

The remaining four major columns: "College," "Date(s) of On-Site Visit(s)," "Was Objective Attained?" and "Notations or Commendations or Recommendations" exist so that the appropriate information gained during the on-site visits by the peer review team could be entered on the same page as the objective.

This kind of format has been successfully used for seven (7) years by the district-level Handicap Program and for two (2) years by the district-level Child Care Program. This format permits evaluation results to be presented in an evaluation report in two major ways. The first is by showing the results for each of the forty (40) objectives and the second is by showing the results for each of the nine (9) colleges. Thus, the counseling evaluation report would present the attainment level on each of the objectives and would consist of two main sections--a district-level, by-program-objective section and a by-college section. Two pages from a recent evaluation report are shown in Appendices 3 and 4. The first, Appendix 3, shows a by-program-objective page for the Child Care Centers Program. The second, Appendix 4, shows a by-college page from the same report. (Crummer, Karen and others, "Showing Off What We Do and How Well We Do It: or, How the Child Development Center Program at Nine Los Angeles Community Colleges Demonstrates Accountability." In ERIC ED 224 508)

These Appendices show how the pages of the counseling evaluation report would have looked had the Evaluation Plan been installed as anticipated. What follows now are those twenty-three (23) pages of the counseling Evaluation Plan, as it existed, after it was developed and approved and when it was ready for a multi-staged phase-in.

LOS ANGELES COMMUNITY COLLEGE DISTRICT

COUNSELING PROGRAM

PLANNED FOR 1981-82 IMPLEMENTATION

GOAL: 1.0 RECRUITMENT

THE COUNSELING PROGRAM ON EACH OF THE NINE CAMPUSES WILL RECRUIT NEW STUDENTS

PERSON(S) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE TO BE COMPLETED	COLLEGE	DATES(S) OF ON-SITE VISIT(S)	WAS OBJECTIVE ATTAINED?		NOTATIONS OR COMMENDATIONS OR RECOMMENDATIONS
WHO	WILL DO WHAT	HOW DO WE KNOW IT WAS DONE	BY WHEN	IF MORE THAN ONE		YES	NO	
GOAL 1.0 RECRUITMENT Objective 1.1 The Department Chairman of Counseling at each campus	Will conduct high school liaison	a. Record of high school visits showing: 1. high school 2. date 3. staff contacts 4. student contacts 5. number of applications filed (may be color coded) 6. follow-up (number enrolled, units, WSCH, ADA) b. Record of campus visits showing: 1. number of staff/ counselors 2. number of students 3. Evaluation of activity 4. number of applications filed 5. follow-up (number enrolled, units, WSCH, ADA) c. Record showing the number of direct mail contacts (Record kept by_____)						

LOS ANGELES COMMUNITY COLLEGE DISTRICT

COUNSELING PROGRAM

PLANNED FOR 1981-82 IMPLEMENTATION

GOAL: 1.0 RECRUITMENT

THE COUNSELING PROGRAM ON EACH OF THE NINE CAMPUSES WILL RECRUIT NEW STUDENTS

PERSON(S) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE TO BE COMPLETED	COLLEGE	DATES(S) OF ON-SITE VISIT(S)	WAS OBJECTIVE ATTAINED?		NOTATIONS OR COMMENDATIONS OR RECOMMENDATIONS
WHO	WILL DO WHAT	HOW DO WE KNOW IT WAS DONE	BY WHEN	IF MORE THAN ONE		YES	NO	
Objective 1.2								
The Department Chairman of Counseling at each campus	Will coordinate high school honors and veysey	Record showing: the number of students enrolled, and the number of recruitment letters to high school counselors and principals (Record kept by_____)						
Objective 1.3								
The Department Chairman of Counseling at each campus	Will conduct community outreach	Summary record showing: a. what b. where c. when d. number of contacts e. number enrolled f. follow-up (WSCH) (Record kept by_____)						

LOS ANGELES COMMUNITY COLLEGE DISTRICT

COUNSELING PROGRAM

PLANNED FOR 1981-82 IMPLEMENTATION

GOAL: 1.0 RECRUITMENT

THE COUNSELING PROGRAM ON EACH OF THE NINE CAMPUSES WILL RECRUIT NEW STUDENTS

PERSON(S) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE TO BE COMPLETED	COLLEGE	DATES(S) OF ON-SITE VISIT(S)	WAS OBJECTIVE ATTAINED?		NOTATIONS OR COMMENDATIONS OR RECOMMENDATIONS
WHO	WILL DO WHAT	HOW DO WE KNOW IT WAS DONE	BY WHEN	IF MORE THAN ONE		YES	NO	
Objective 1.4								
The assigned counselor(s)	Will conduct special programs for students (e.g., foreign students, returning students, handicapped students)	Summary record showing: a. nature of contacts b. number of student contacts c. number of students enrolled d. follow-up sample (Record kept by_____)						
Objective 1.5								
The assigned counselor(s)	Will prepare publication(s)	List of publications, activities, and copies of publications (Record kept by_____)						

LOS ANGELES COMMUNITY COLLEGE DISTRICT

COUNSELING PROGRAM

PLANNED FOR 1981-82 IMPLEMENTATION

GOAL: 2.0 ENTERING STUDENTS

THE COUNSELING PROGRAM AT EACH CAMPUS WILL PROVIDE NEEDED SERVICES TO ENTERING STUDENTS

PERSON(S) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE TO BE COMPLETED	COLLEGE	DATES(S) OF ON-SITE VISIT(S)	WAS OBJECTIVE ATTAINED?		NOTATIONS OR COMMENDATIONS OR RECOMMENDATIONS
WHO	WILL DO WHAT	HOW DO WE KNOW IT WAS DONE	BY WHEN	IF MORE THAN ONE		YES	NO	
GOAL 2.0 ENTERING STUDENTS								
Objective 2.1 The assigned counselor(s)	Will conduct orientation/ new student advisement	Summary record showing: a. number of students contacted b. number of students attending c. evaluation by students d. follow-up of attending and non-attending students (WSCH) (Record kept by_____)						
Objective 2.2 The assigned counselor(s)	Will provide academic advisement for special programs (such as, EOPS, Handicapped, Women's Reentry Center, etc.)	Summary record showing: a. number of students contacted b. number of students attending c. evaluation by students d. follow-up of attending and non-attending students (WSCH) (Record kept by_____)						

LOS ANGELES COMMUNITY COLLEGE DISTRICT

COUNSELING PROGRAM

PLANNED FOR 1981-82 IMPLEMENTATION

GOAL: 2.0 ENTERING STUDENTS

THE COUNSELING PROGRAM AT EACH CAMPUS WILL PROVIDE NEEDED SERVICES TO ENTERING STUDENTS

PERSON(S) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE TO BE COMPLETED	COLLEGE	DATES(S) OF ON-SITE VISIT(S)	WAS OBJECTIVE ATTAINED?		NOTATIONS OR COMMENDATIONS OR RECOMMENDATIONS
WHO	WILL DO WHAT	HOW DO WE KNOW IT WAS DONE	BY WHEN	IF MORE THAN ONE		YES	NO	
Objective 2.3 The Department Chairman of Counseling at each campus	Will provide individual counseling appointments for new and returning students	Summary record showing: a. number of appointments made - new/returning students b. number of appointments kept - new/returning students c. number of drop-in contacts d. student evaluation (sample) e. follow-up (sample) - records and counseling record card (Record kept by_____)						
Objective 2.4 The Department Chairman of Counseling at each campus	Will conduct student assessment for proper course placement	Summary record showing: number of students tested in: a. English b. reading c. chemistry d. physics e. mathematics (Record kept by_____)						

LOS ANGELES COMMUNITY COLLEGE DISTRICT

COUNSELING PROGRAM

PLANNED FOR 1981-82 IMPLEMENTATION

GOAL: 2.0 ENTERING STUDENTS

THE COUNSELING PROGRAM AT EACH CAMPUS WILL PROVIDE NEEDED SERVICES TO ENTERING STUDENTS

PERSON(S) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE TO BE COMPLETED	COLLEGE	DATES(S) OF ON-SITE VISIT(S)	WAS OBJECTIVE ATTAINED?		NOTATIONS OR COMMENDATIONS OR RECOMMENDATIONS
WHO	WILL DO WHAT	HOW DO WE KNOW IT WAS DONE	BY WHEN	IF MORE THAN ONE		YES	NO	
Objective 2.5 The Department Chairman of Counseling at each campus	Will provide registration advisement	Summary of record showing: number of student contacts (sample) (Record kept by_____)						

LOS ANGELES COMMUNITY COLLEGE DISTRICT

COUNSELING PROGRAM

PLANNED FOR 1981-82 IMPLEMENTATION

GOAL: 3.0 CONTINUING STUDENTS

THE COUNSELING PROGRAM WILL PROVIDE NEEDED SERVICES TO CONTINUING STUDENTS

PERSON(S) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE TO BE COMPLETED	COLLEGE	DATES(S) OF ON-SITE VISIT(S)	WAS OBJECTIVE ATTAINED?		NOTATIONS OR COMMENDATIONS OR RECOMMENDATIONS
WHO	WILL DO WHAT	HOW DO WE KNOW IT WAS DONE	BY WHEN	IF MORE THAN ONE		YES	NO	
GOAL 3.0 CONTINUING STUDENTS Objective 3.1 The Department Chairman of Counseling at each campus	Will provide academic/ educational counseling	Summary record showing: a. number of hours assigned b. number of hours available c. number of appointments made d. number of appointments kept e. number of drop-in contacts f. student evaluation g. follow-up (sample - counseling record card, student records) (Record kept by_____)						

LOS ANGELES COMMUNITY COLLEGE DISTRICT

COUNSELING PROGRAM

PLANNED FOR 1981-82 IMPLEMENTATION

GOAL: 3.0 CONTINUING STUDENTS

THE COUNSELING PROGRAM WILL PROVIDE NEEDED SERVICES TO CONTINUING STUDENTS

PERSON(S) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE TO BE COMPLETED	COLLEGE	DATES(S) OF ON-SITE VISIT(S)	WAS OBJECTIVE ATTAINED?		NOTATIONS OR COMMENDATIONS OR RECOMMENDATIONS
WHO	WILL DO WHAT	HOW DO WE KNOW IT WAS DONE	BY WHEN	IF MORE THAN ONE		YES	NO	
Objective 3.2								
The Career Center Director	Will provide counseling	Summary record showing: a. number of hours assigned b. number of hours available c. number of appointments made d. number of appointments kept e. number of drop-in contacts f. student evaluation g. follow-up (sample - counseling record card, student records) h. Eureka (Record kept by_____)						

LOS ANGELES COMMUNITY COLLEGE DISTRICT

COUNSELING PROGRAM

PLANNED FOR 1981-82 IMPLEMENTATION

GOAL: 3.0 CONTINUING STUDENTS

THE COUNSELING PROGRAM WILL PROVIDE NEEDED SERVICES TO CONTINUING STUDENTS

PERSON(S) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE TO BE COMPLETED	COLLEGE	DATES(S) OF ON-SITE VISIT(S)	WAS OBJECTIVE ATTAINED?		NOTATIONS OR COMMENDATIONS OR RECOMMENDATIONS
WHO	WILL DO WHAT	HOW DO WE KNOW IT WAS DONE	BY WHEN	IF MORE THAN ONE		YES	NO	
Objective 3.3 The assigned Counselor and the Department Chairman of Counseling at each campus	Will provide personal counseling	Summary record showing: a. number of hours assigned b. number of hours available c. number of appointments made d. number of appointments kept e. number of drop-in contacts f. student evaluation g. follow-up (sample - counseling record card, student records) (Record kept by_____)						

LOS ANGELES COMMUNITY COLLEGE DISTRICT

COUNSELING PROGRAM

PLANNED FOR 1981-82 IMPLEMENTATION

GOAL: 3.0 CONTINUING STUDENTS

THE COUNSELING PROGRAM WILL PROVIDE NEEDED SERVICES TO CONTINUING STUDENTS

PERSON(S) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE TO BE COMPLETED	COLLEGE	DATES(S) OF ON-SITE VISIT(S)	WAS OBJECTIVE ATTAINED?		NOTATIONS OR COMMENDATIONS OR RECOMMENDATIONS
WHO	WILL DO WHAT	HOW DO WE KNOW IT WAS DONE	BY WHEN	IF MORE THAN ONE		YES	NO	
Objective 3.4 The assigned Counselor and the Department Chairman	Will provide veterans' counseling	Summary record showing: a. number of hours assigned b. number of hours available c. number of appointments made d. number of appointments kept e. number of drop-in contacts f. student evaluation g. follow-up (sample - counseling record card, student records) (Record kept by_____)						

LOS ANGELES COMMUNITY COLLEGE DISTRICT

COUNSELING PROGRAM

PLANNED FOR 1981-82 IMPLEMENTATION

GOAL: 3.0 CONTINUING STUDENTS

THE COUNSELING PROGRAM WILL PROVIDE NEEDED SERVICES TO CONTINUING STUDENTS

PERSON(S) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE TO BE COMPLETED	COLLEGE	DATES(S) OF ON-SITE VISIT(S)	WAS OBJECTIVE ATTAINED?		NOTATIONS OR COMMENDATIONS OR RECOMMENDATIONS
WHO	WILL DO WHAT	HOW DO WE KNOW IT WAS DONE	BY WHEN	IF MORE THAN ONE		YES	NO	
Objective 3.5 The EOPS Director	Will provide EOPS counseling	Summary record showing: a. number of hours assigned b. number of hours available c. number of appointments made d. number of appointments kept e. number of drop-in contacts f. student evaluation g. follow-up (sample - counseling record card, student records) (Record kept by_____)						

LOS ANGELES COMMUNITY COLLEGE DISTRICT

COUNSELING PROGRAM

PLANNED FOR 1981-82 IMPLEMENTATION

GOAL: 3.0 CONTINUING STUDENTS

THE COUNSELING PROGRAM WILL PROVIDE NEEDED SERVICES TO CONTINUING STUDENTS

PERSON(S) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE TO BE COMPLETED	COLLEGE	DATES(S) OF ON-SITE VISIT(S)	WAS OBJECTIVE ATTAINED?		NOTATIONS OR COMMENDATIONS OR RECOMMENDATIONS
WHO	WILL DO WHAT	HOW DO WE KNOW IT WAS DONE	BY WHEN	IF MORE THAN ONE		YES	NO	
Objective 3.6								
The Women's Center Director	Will provide Women's Center counseling	Summary record showing: a. number of hours assigned b. number of hours available c. number of appointments made d. number of appointments kept e. number of drop-in contacts f. student evaluation g. follow-up (sample - counseling record card, student records) (Record kept by_____)						

LOS ANGELES COMMUNITY COLLEGE DISTRICT

COUNSELING PROGRAM

PLANNED FOR 1981-82 IMPLEMENTATION

GOAL: 3.0 CONTINUING STUDENTS

THE COUNSELING PROGRAM WILL PROVIDE NEEDED SERVICES TO CONTINUING STUDENTS

PERSON(S) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE TO BE COMPLETED	COLLEGE	DATES(S) OF ON-SITE VISIT(S)	WAS OBJECTIVE ATTAINED?		NOTATIONS OR COMMENDATIONS OR RECOMMENDATIONS
WHO	WILL DO WHAT	HOW DO WE KNOW IT WAS DONE	BY WHEN	IF MORE THAN ONE		YES	NO	
Objective 3.7 The assigned counselor(s)	Will provide financial aid counseling	Summary record showing: a. number of hours assigned b. number of hours available c. number of appointments made d. number of appointments kept e. number of drop-in contacts f. student evaluations g. follow-up (sample - counseling record card, student records) Record kept by_____						

LOS ANGELES COMMUNITY COLLEGE DISTRICT

COUNSELING PROGRAM

PLANNED FOR 1981-82 IMPLEMENTATION

GOAL: 3.0 CONTINUING STUDENTS

THE COUNSELING PROGRAM WILL PROVIDE NEEDED SERVICES TO CONTINUING STUDENTS

PERSON(S) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE TO BE COMPLETED	COLLEGE	DATES(S) OF ON-SITE VISIT(S)	WAS OBJECTIVE ATTAINED?		NOTATIONS OR COMMENDATIONS OR RECOMMENDATIONS
WHO	WILL DO WHAT	HOW DO WE KNOW IT WAS DONE	BY WHEN	IF MORE THAN ONE		YES	NO	
Objective 3.8 The Handicap Coordinator	Will provide Handicapped Program counseling	Summary record showing: a. number of hours assigned b. number of hours available c. number of appointments made d. number of appointments kept e. number of drop-in contacts f. student evaluation g. follow-up (sample - counseling record card, student records) (Record kept by _____)						

53

54

LOS ANGELES COMMUNITY COLLEGE DISTRICT

COUNSELING PROGRAM

PLANNED FOR 1981-82 IMPLEMENTATION

GOAL: 3.0 CONTINUING STUDENTS

THE COUNSELING PROGRAM WILL PROVIDE NEEDED SERVICES TO CONTINUING STUDENTS

PERSON(S) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE TO BE COMPLETED	COLLEGE	DATES(S) OF ON-SITE VISIT(S)	WAS OBJECTIVE ATTAINED?		NOTATIONS OR COMMENDATIONS OR RECOMMENDATIONS
WHO	WILL DO WHAT	HOW DO WE KNOW IT WAS DONE	BY WHEN	IF MORE THAN ONE		YES	NO	
Objective 3.9 The Foreign Student Advisor	Will provide foreign student counseling	Summary record showing: a. number of hours assigned b. number of hours available c. number of appointments made d. number of appointments kept e. number of drop-in contacts f. student evaluation g. follow-up (sample - counseling record card, student records) (Record kept by_____)						

LOS ANGELES COMMUNITY COLLEGE DISTRICT

COUNSELING PROGRAM

PLANNED FOR 1981-82 IMPLEMENTATION

GOAL: 3.0 CONTINUING STUDENTS

THE COUNSELING PROGRAM WILL PROVIDE NEEDED SERVICES TO CONTINUING STUDENTS

PERSON(S) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE TO BE COMPLETED	COLLEGE	DATES(S) OF ON-SITE VISIT(S)	WAS OBJECTIVE ATTAINED?		NOTATIONS OR COMMENDATIONS OR RECOMMENDATIONS
WHO	WILL DO WHAT	HOW DO WE KNOW IT WAS DONE	BY WHEN	IF MORE THAN ONE		YES	NO	
Objective 3.10 The Department Chairman of Counseling at each campus	Will provide counseling to students: 1) who are on academic probation 2) who are disqualified	Summary record showing: a. number of hours assigned b. number of hours available c. number of appointments made d. number of appointments kept e. number of drop-in contacts f. student evaluation g. follow-up (sample - counseling record card, student records) (Record kept by_____)						

57

58

LOS ANGELES COMMUNITY COLLEGE DISTRICT

COUNSELING PROGRAM

PLANNED FOR 1981-82 IMPLEMENTATION

GOAL: 3.0 CONTINUING STUDENTS

THE COUNSELING PROGRAM WILL PROVIDE NEEDED SERVICES TO CONTINUING STUDENTS

PERSON(S) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE TO BE COMPLETED	COLLEGE	DATES(S) OF ON-SITE VISIT(S)	WAS OBJECTIVE ATTAINED?		NOTATIONS OR COMMENDATIONS OR RECOMMENDATIONS
WHO	WILL DO WHAT	HOW DO WE KNOW IT WAS DONE	BY WHEN	IF MORE THAN ONE		YES	NO	
Objective 3.11								
The Department Chairman of Counseling at each campus	Will conduct workshops, seminars, and group counseling	Summary record showing: a. type of activity b. number of students contacted c. student evaluation d. follow-up (Record kept by_____)						
Objective 3.12								
The Department Chairman of Counseling and identified Counselors	Will conduct articulation	Summary record showing: a. number and type of contacts b. number check sheets revised/produced (Record kept by_____)						
Objective 3.13								
The Department of Counseling and identified Counselors	Will maintain ongoing liaison with four-year schools	Summary record showing: number and type of contacts including conferences and college and university days (Record kept by_____)						

LOS ANGELES COMMUNITY COLLEGE DISTRICT

COUNSELING PROGRAM

PLANNED FOR 1981-82 IMPLEMENTATION

GOAL: 3.0 CONTINUING STUDENTS

THE COUNSELING PROGRAM WILL PROVIDE NEEDED SERVICES TO CONTINUING STUDENTS

PERSON(S) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE TO BE COMPLETED	COLLEGE	DATES(S) OF ON-SITE VISIT(S)	WAS OBJECTIVE ATTAINED?		NOTATIONS OR COMMENDATIONS OR RECOMMENDATIONS
WHO	WILL DO WHAT	HOW DO WE KNOW IT WAS DONE	BY WHEN	IF MORE THAN ONE		YES	NO	
Objective 3.14 The Department Chairman of Counseling at each campus	Will provide personal development classes	Summary record showing: a. number of sections b. number of students enrolling c. number of students completing d. money generated by WSCH (Record kept by_____)						
Objective 3.15 Identified Counselor(s) and the Department Chairman of Counseling at each campus	Will maintain intra-campus liaison with departments	Summary recod showing: number and type of contacts (Record kept by_____)						

LOS ANGELES COMMUNITY COLLEGE DISTRICT

COUNSELING PROGRAM

PLANNED FOR 1981-82 IMPLEMENTATION

GOAL: 3.0 CONTINUING STUDENTS

THE COUNSELING PROGRAM WILL PROVIDE NEEDED SERVICES TO CONTINUING STUDENTS

PERSON(S) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE TO BE COMPLETED	COLLEGE	DATES(S) OF ON-SITE VISIT(S)	WAS OBJECTIVE ATTAINED?		NOTATIONS OR COMMENDATIONS OR RECOMMENDATIONS
WHO	WILL DO WHAT	HOW DO WE KNOW IT WAS DONE	BY WHEN	IF MORE THAN ONE		YES	NO	
Objective 3.16								
Identified Counselor(s) and the Department Chairman of Counseling at each campus	Will vocation advisory committees	Summary record showing: number and type of contacts (Record kept by_____)						
Objective 3.17								
The assigned Counselor(s)	Will coordinate the Peer Advisor Program	Summary record showing: a. number of peer advisors b. nature of contacts with students c. number of contacts with students d. hours assigned (Record kept by_____)						

LOS ANGELES COMMUNITY COLLEGE DISTRICT

COUNSELING PROGRAM

PLANNED FOR 1981-82 IMPLEMENTATION

GOAL: 4.0 EXITING STUDENTS

THE COUNSELING PROGRAM AT EACH CAMPUS WILL PROVIDE NEEDED SERVICES TO EXITING STUDENTS

PERSON(S) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE TO BE COMPLETED	COLLEGE	DATES(S) OF ON-SITE VISIT(S)	WAS OBJECTIVE ATTAINED?		NOTATIONS OR COMMENDATIONS OR RECOMMENDATIONS
WHO	WILL DO WHAT	HOW DO WE KNOW IT WAS DONE	BY WHEN	IF MORE THAN ONE		YES	NO	
GOAL: 4.0								
EXITING STUDENTS								
Objective 4.1								
The Department Chairman of Counseling at each campus	Will conduct a graduation check (on petition to graduate)	Copies of completed graduation checks List of students (Record kept by_____)						
Objective 4.2								
The Department Chairman of Counseling at each campus	Will conduct an exit interview for sample of exiting students	Summary record showing: a. number of interviews conducted b. distribution of outcomes (Record kept by_____)						
Objective 4.3								
The assigned Counselor(s)	Will conduct follow-up of a sample of transfer students	Summary record showing: a. number of transfer schools b. number of students contacted c. number of responses d. report (Record kept by_____)						

LOS ANGELES COMMUNITY COLLEGE DISTRICT

COUNSELING PROGRAM

PLANNED FOR 1981-82 IMPLEMENTATION

GOAL: 5.0 OTHER

PERSON(S) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE TO BE COMPLETED	COLLEGE	DATES(S) OF ON-SITE VISIT(S)	WAS OBJECTIVE ATTAINED?		NOTATIONS OR COMMENDATIONS OR RECOMMENDATIONS
WHO	WILL DO WHAT	HOW DO WE KNOW IT WAS DONE	BY WHEN	IF MORE THAN ONE		YES	NO	
GOAL: 5.0								
OTHER								
Objective 5.1								
The Department Chairman of Counseling at each campus	Will make telephone contacts	Record showing: number of contacts (sample) Record kept by_____)						
Objective 5.2								
The Department Chairman of Counseling at each campus	Will conduct staff meetings	agendas (Record kept by_____)						
Objective 5.3								
The assigned Counselor(s)	Will conduct staff development	Summary record showing: a. report on departmental activities b. report on conference attendance (Record kept by_____)						

LOS ANGELES COMMUNITY COLLEGE DISTRICT

COUNSELING PROGRAM

PLANNED FOR 1981-82 IMPLEMENTATION

GOAL: 5.0 OTHER

PERSON(S) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE TO BE COMPLETED	COLLEGE	DATES(S) OF ON-SITE VISIT(S)	WAS OBJECTIVE ATTAINED?		NOTATIONS OR COMMENDATIONS OR RECOMMENDATIONS
WHO	WILL DO WHAT	HOW DO WE KNOW IT WAS DONE	BY WHEN	IF MORE THAN ONE		YES	NO	
Objective 5.4								
Identified Counselors and the Department Chairman of Counseling at each campus	Will participate on college/district committees	Record showing: committees and dates of attendance (Record kept by_____)						
Objective 5.5								
The Department Chairmen of Counseling at each campus	Will work on Hiring Committees	committee activity report (Record kept by_____)						
Objective 5.6								
The Department Chairman of Counseling at each campus	Will conduct counselor evaluation(s)	Summary record showing: a. number of counselors evaluated b. verification with selected counselors (Record kept by_____)						

LOS ANGELES COMMUNITY COLLEGE DISTRICT

COUNSELING PROGRAM

PLANNED FOR 1981-82 IMPLEMENTATION

GOAL: 5.0 OTHER

PERSON(S) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE TO BE COMPLETED	COLLEGE	DATES(S) OF ON-SITE VISIT(S)	WAS OBJECTIVE ATTAINED?		NOTATIONS OR COMMENDATIONS OR RECOMMENDATIONS
WHO	WILL DO WHAT	HOW DO WE KNOW IT WAS DONE	BY WHEN	IF MORE THAN ONE		YES	NO	
Objective 5.7								
The Department Chairman of Counseling at each campus	Will monitor counselor time reassigned for management (non-counseling) activities	Summary record showing: a. hours reassigned b. activities c. outcomes/benefit to the department/college (Record kept by_____)						
Objective 5.8								
Assigned Counselor(s)	Will coordinate the Intern Program	program report (Record kept by_____)						
Objective 5.9								
The Department Chairman of Counseling at each campus	Will conduct research	program report on time assigned and benefit (Report kept by_____)						
Objective 5.10								
The Department Chairman of Counseling at each campus	Will pursue other duties as assigned	Summary report (Record kept by_____)						

PART VI

POSTMORTEM: WHY DID THE IMPLEMENTATION FIZZLE?

The counseling program is one of three student services in the Los Angeles Community College district for which this kind of Evaluation Plan has been developed. The other two student service programs--the Handicap Program and the Child Care Center's Program--have also been implemented. If district-level evaluation systems can be implemented for two Student Service Programs, why then was it not possible to implement the counseling program Evaluation Plan districtwide? Some tentative answers to this crucial question will be offered in this part of the paper.

This question is significant for several reasons. First, the answers are needed as part of a debriefing of the counseling evaluation effort in this district. Second, the answers can guide future evaluation attempts already taking shape in counseling and other student service areas in this district. Third, the answers may be generic enough to apply to other accountability endeavors occurring elsewhere. In short, others who seek to install evaluation or accountability systems might find useful a reading of what others have learned by this experience.

Why did implementation of the twenty-three (23) page, forty (40) objective district-level Evaluation Plan for counseling fail to be implemented as planned? A number of possible answers come to mind. Three of these are based on organizational differences between the district's three Student Service Programs. The other answers are derived from a monograph on readiness for innovation. First, the organizational differences explanation will be explored.

SECTION A: Organizational Differences

Level of special funding is one characteristic that distinguishes the district's counseling program from its Handicap Program and its Child Care Centers' Program. Both the Handicap and Child Care Programs receive special funding; i.e., they are funded through separate funding corridors at the state level. In contrast, something like **block** funding based on the college's enrolled students' average daily attendance flows to colleges first, then is divided into salaries for administrators, instructors, and counselors.

Even the number of counselors a college has is a local college decision. Although this is an oversimplified description of the funding, it is true that Handicap Program money and Child Care Center money are much more separate, and that, in effect, there is no separate counseling money--to the same degree at least.

With the allocation of separate monies often comes a requirement for fiscal and educational program accountability. Annual fiscal accounting is required and annual evaluation reporting is often encouraged or required. This environmental pressure is very much felt by the Handicap and Child Care Programs but does not really exist, in the same way, for the counseling program.

Span of supervision is a second characteristic that distinguishes the district's counseling program. Both of the evaluation plans for the two other programs (Handicap and Child Care) were accepted by the nine directors from each college who faced substantially fewer employees when they returned to their colleges and proceeded to **sell** the idea of the evaluation system. A college director of a child care center would face a secretary or typist and several teachers. A college director of a handicap program would face a secretary and several office workers including, possibly, a handicap counselor/enabler or two plus a number of student workers, such as: notetakers, mobility assistants, and so on. In contrast, counseling chairs may have encountered more people when they got "home" to their campuses. We might suspect that it would take more persuasive ability to convince twenty people at a campus than it would to convince fewer. Furthermore, since there were many more certificated, i.e., credentialed, people at each campus to try to convince, obviously there were many more people in this category in the entire district. Approximately one-hundred and thirty (130) counselors in the district were eventually to be involved in the evaluation. This total number was several times as great as the comparable numbers from the Handicap Program and the Child Care Program. Thus the organizational characteristic of **span of supervision** was different for the counseling program--both at the campus level and the district level.

In addition, counseling chairs faced colleagues--not subordinates. So a third characteristic, **line authority**, was lacking in the counseling program situation but was in existence for both the Handicap and Child Care Centers'

Programs. Given a child care center director's line authority, he or she could, theoretically, tell the secretary or teachers that this is our evaluation system. A counseling chair did not hold such line authority and could say only something like: "Here is what we have developed. What do you think we should do with it at our campus?" It is not surprising that answers ranged widely. Most often the answers took the form of simple neglect; but, it is not surprising that some answers were directly negative. It may be, too, that because the counselors were certificated colleagues, they were generally more critical in their attitudes.

In summary, there were at least three organizational differences that may have impeded the progress of implementation. First, a non-existent level of special funding which did not bring with it structural, formal requirements for on-going fiscal and educational accountability. Second, a greater span or number of employees to try to convince, both at the campus and district levels; and finally, a lack of line authority on the part of each of the nine counseling chairs.

This organizational-differences view is one way of looking at the situation. Another way is to consider readiness for innovation and think of the installation of the counseling evaluation system as a form of innovation.

SECTION B: Resistance to and Readiness for Change

The innovation view depends on the primary document by Bell, Wyant, and Schmuck entitled "Diagnosing a School's Readiness for Change: What to Look for When Starting an Innovation," (Bell, Warren, Spencer Wyant and Richard Schmuck, 1979). This small monograph contains several ideas that are relevant to the search for answers to the question: "Why did the implementation endeavor fail?" Bell, Wyant, and Schmuck base their ideas on earlier publications by: The League of Cooperating Schools, 1974-75; The National Diffusion Network, 1977; Rand, 1977; The Program on Strategies of Organizational Change, 1970-1979, and a Review of the Literature by Runkel and Schmuck, 1979. While most of what they postulate is empirically based, they also describe conditions drawn from their experience in working with schools. (Bell, Wyant, and Schmuck, 1979, p. 13.)

Their view of the causes of stability and resistence to change; i.e., innovation, is important. They write: "The school is a social institution composed of many parts. It is a complex organization with diverse individuals and small groups connected to each other by formal and informal relationships, roles, norms, and routine interactions that provide stability. It is these features--and not the personalities or sheer stubbornness of school members---that create stability and resistance to change." (Bell, Wyant, and Schmuck, 1979, p.1.)

In addition to admonishing us not to blame stubborn personalities for the lack of implementation of the grand evaluation plan for counseling, the authors provided us with an appropriate definition of change: "Change occurs in schools when people alter programs, materials, and the way they interact with each other. Change is difficult to initiate and maintain because the interactions among people have already, in most instances, become stable routines that are dependable and more or less satisfying. Change disrupts this stability; it brings uncertainty and at least a temporary loss of the rewards and routines that people have come to count on. Change is nearly always costly and painful, and too often it falls short of reaching its goal." (Bell, Wyant, and Schmuck, 1979, p.1.)

After introducing the fact that resistance to change is to be expected, since change is a form of disruption, they list nine reasons why such resistance is encountered: 1) fear of failure or evaluation; 2) cost-benefit calculation; 3) perceptions of impact on politics of school; 4) low interdependence; 5) strong norms of autonomy; 6) weak norms of collaboration; 7) lack of specific goals, few shared goals; 8) lack of energy and resources, and 9) lack of rewards. (Bell, Wyant, and Schmuck, 1979, p. 11.)

Several of these reasons deserve more attention. First, the fear of failure exists. For example, since there are forty (40) measurable objectives in the plan, there are forty (40) chances for failure. Alternatively, in a pilot-test, and out of, say six (6) objectives that were chosen to be implemented, non-attainment might occur, say on two (2) objectives--what then? Perhaps not enough safety existed to allow that to occur. Despite reassurances by district office and college administrators, "How safe is it, really?"--may have remained a real question with counselors.

Second, according to the **resistance to innovation** view, counselors, after hearing the pitch from their chair, would have made an "...estimate (often not consciously) of the probability of succeeding, how much improvement it (the change would) make, and how much energy (would) be required to implement it." The authors contend: "People are understandably reluctant to take on changes with a low apparent probability of success, those that will seemingly make little difference, and those which require large amounts of energy to implement. What appears to be simple stubbornness in cases like these turns out to be the result of a fairly complicated calculation by school members." (Bell, Wyant, and Schmuck, 1979, p. 9.)

In line with this is a definition of what **success** with the evaluation system would have meant. As repeatedly stated, a major reason for **"becoming more accountable"** was to be able to provide proof that counseling was valuable and therefore should not be cut or eliminated. In psychological shorthand, the interpretation might have been: "If I don't do this, bad things may happen," which is known to be a form of negative reinforcement. It is further known that positive reinforcement is much more effective in changing people's behavior; so, counselors may have decided, "This would take a lot of work and the reward (possibly forestalling cuts--at best) is not very motivating.." Further, counselors are perceptive enough to know that many decisions are political in nature and even if they managed to implement the greatest evaluation system ever devised--that still might not have the desired effect. Even if local administrators and counselors were crowing loudly about their newly found proof that counseling is important, the political fact remains counseling might still be cut. If cuts could still take place, "Why bother?" "Why do all that work, (especially if you're next to powerless anyway)?" This could have been the counselors' thinking. Finally, as to the last two reasons for resistance to innovation--lack of energy and resource and lack of rewards--Bell and his co-authors state:

> ...schools generally do not have energy and resources that can easily be diverted from day-to-day tasks. Making changes requires some 'extra' resources that are not already committed to routine operations and schools often do not have this flexibility. Most of a district's budget goes to salaries and benefits so there are few resources that can be treated as 'risk capital' for purposes of innovation. Moreover, most people in schools, teachers--have rigid time schedules that allow little discretionary time that might be used for planning and implementing change.

> Finally, schools rarely have reward systems that encourage change and innovation. Teachers who spend a lot of their own time in the extra effort to implement an innovation receive the same salary as teachers who simply put in their time in the classroom. Administrators who devote attention to a new project get no relief from the routine load of paperwork and reports. There are no 'Christmas bonuses' of time or money to reward success and extra effort. (Bell, Wyant, and Schmuck, 1979, p. 10.)

In addition to describing resistance to change, Bell, Wyant, and Schmuck list twenty-seven (27) **conditions for readiness** for change under six (6) clusters. The full list of conditions is shown in Appendix 5. The breakdown of the clusters are shown in Table V. (Bell, Wyant, and Schmuck, 1979)

TABLE V

The Six Conditions-for-Readiness Clusters

CLUSTER NUMBER	CLUSTER TITLE
Cluster 1	Accessibility of Resources and Support
Cluster 2	Internal Press for Change
Cluster 3	Stability of the Staff Undergoing Change
Cluster 4	Skill in Collaborative Group Work
Cluster 5	Norms Supporting Collaborative Group Work
Cluster 6	Spirit of Risk-Taking

While the relative strength of each of the twenty-seven (27) conditions for readiness for change cannot be known as regards the attempt to implement the counseling evaluation plan, some very rough approximations can be made. These **guesstimates** together with a rough kind of **force field analysis** clearly shows that the attempt to implement was unlikely to succeed.

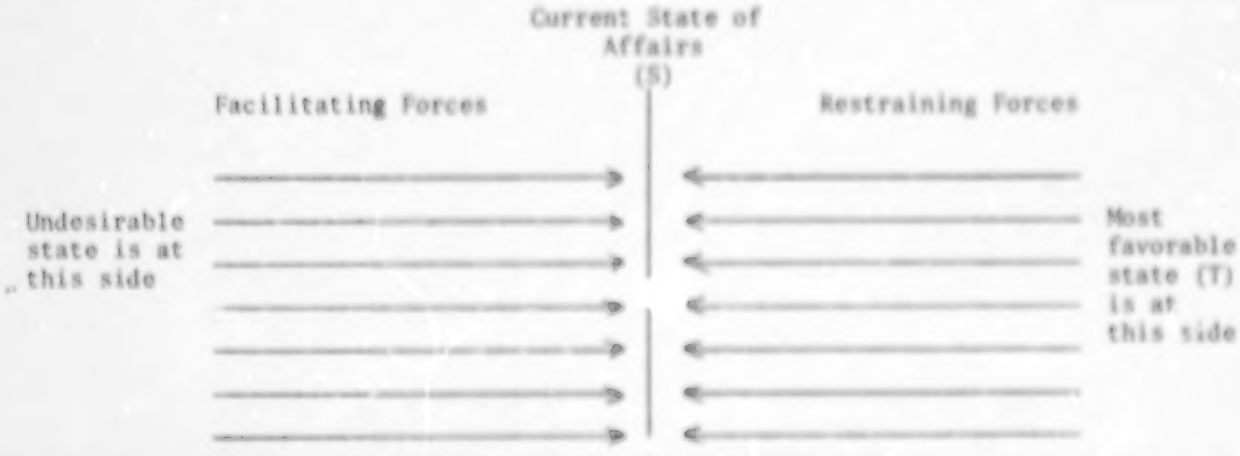
Of course, the use of the twenty-seven (27) conditions for readiness for change in combination with a force field analysis could be done before one tries to install an innovation and then again, repeatedly, as one proceeds.

In this case, however, the force-field analysis was combined with the conditions in an after-the-fact situation. That is, after the implementation of the evaluation plan stalled, the combination was used in an effort to understand some of the possible reasons for that stall. Even though this search for reasons was done post-hoc in this case, it is felt that this procedure was beneficial here and shows promise of being helpful in application to future program evaluation endeavors.

Specifically, how were the conditions and the force-field analysis combined, and how did that procedure lead to the estimation that the implementation of the district-wide counseling evaluation plan was unlikely to occur? To answer this question, we will first review force-field analysis and then add the conditions as forces to it.

Force-field analysis involves viewing the current situation as being held stationery by two sets of opposing forces. The current state of affairs or status quo is shown as a line, in this case a vertical one, on which the opposing forces act. Forces which act on this line to push it one way or another, in this case to the left or right, are referred to as either facilitating forces or restraining forces. Forces are called facilitating if they act to move the current situation line toward a more desirable situation or state. Conversely, forces are called restraining if they act to impede the move to a more desirable state. A typical force-field analysis diagram is shown in Table VI. (Hale, Norman. "Problem Solving Techniques for Administrators." ACSA School Management Digest, Series 1, Number 11, 1978. In ERIC ED 010 229. Also, see Massachusetts State Department of Education, "Force-field Analysis," 1976. In ERIC ED 153 190.)

TABLE VI


Current State of Affairs (S)
Facilitating Forces
Restraining Forces
Undesirable state is at this side
Most favorable state (T) is at this side

In this case, the current state of affairs consists of having all nine counseling chairs in agreement that an evaluation plan is ready for pilot-testing in a few colleges. The question is: "Is the evaluation plan likely to be implemented or not?"

The forces to be added to the analysis diagram on the preceding page include the twenty seven (27) conditions for readiness for change and any other forces one can think of. First, let us consider just the conditions. (Please see Appendix 5 for the complete list of conditions.)

A review of the conditions within the six (6) clusters leads one to the conclusion that the cluster that, almost by itself, killed the implementation was Cluster 3--stability of the staff undergoing the change. Because of the state-wide funding crisis, the district had instituted a retirement incentive program. This, together with intercollege transfers and other assorted moves, meant that for Condition 3.1 there was a high proportion of turnover of membership of the staff. A quick reference to the list of administrators, who made up the district's Measures of Effectiveness (MOE) committee (Part II) will serve as a reminder of the extremely heavy turnover among that key group. Thus, Condition 3.2--"committment of key administrators to remain in current positions for the duration of the change"--came to be almost non-existent. Add to this the negative press from the other two conditions in this Cluster--3.3 - "proportion of individuals attempting other changes" and 3.4 - "proportion of the staff experiencing stress..."--and it is clear that the weight of Cluster 3 is heavily in the direction of lack of readiness for change.

So to the question: "Will the evaluation plan be implemented?" The press from Cluster 3 forces would suggest, "No." In fact, the weight of this entire cluster, all four conditions, is seen to be against implementation.

Other restraining forces should be noted. Just have the chancellor and board members say in a year-end, all day meeting, that cuts in counseling were likely; have district and college administrators echo that message and watch the increase in Condition 6.5--"the proportion of individuals experiencing stress, anxiety, or threat, regardless of the source." In addition, one must add Condition 2.1--the proportion of individuals "dissatisfied with the present situation"--those who might be motivated to change--likely were a minority of the counselors since most were "veterans" with a lot of seniority who held

the old "do-almost-anything" teaching credential. And finally, another possible restraint can be found in Condition 2.3--the proportion of individuals who have "...confidence that the proposed change will bring benefits.." Thus, by this very rough estimate, there were at least seven (7) conditions that strongly said "no" to change--all four conditions in Cluster 3 (3.1-3.4), one from Cluster 6 (6.5), and two from Cluster 2 (2.1 and 2.3). So the "score" in a rough force-field analysis would be seven (7) conditions against district-wide implementation.

Against this, the favorable conditions were few. Only two (2) [maybe three (3)] positive conditions could be said to have existed--and that may be generous. The two (2) [maybe three (3)] favorable conditions were: 1.2--"availability of technical knowledge within the school," 1.3--"accessibility of technical knowledge and expertise outside the school," and 1.5--"support from key administrators in the district" (maybe). Why is this (condition 1.5) score two (2)--maybe three(3)? Because support from key administrators, while strong in the "early going," weakened considerably after the passage of several months. As time "marched on" (to coin a phrase), administrative "fires" seem to have forced them to shift their attention away from planning. The old proverb about having to fight alligators rather than plan to drain the swamp may be appropriate here. In the initial stages, key administrator support was very much a positive press toward implementation. But, as time passed, this positive appeared to change into the four negatives of the "instability of the staff undergoing change" (Cluster 3).

So far, we see there were seven (7) conditions that impeded change (3.1-3.4, 6.5, 2.1, and 2.3) against what dwindled down, roughly, to only two conditions that supported change (1.2 and 1.3). Combining these conditions and the force-field diagram, we have what is shown in Table VII.

TABLE VII

Force-field and Conditions

Goal: Implement Evaluation Plan

Forces For	Forces Against
•Condition 1.2 Availability of technical knowledge within the school	•Condition 3.1 Proportion of turnover of membership of the staff
•Condition 1.3 Accessibility of technical knowledge and expertise outside the school	•Condition 3.2 Commitment of key administrators to remaining in current positions for the duration of the change
	•Condition 3.3 Proportion of individuals attempting other changes
	•Condition 3.4 Proportion of the staff experiencing stress due to the complexity of the school organization
	•Condition 6.5 Proportion of individuals experiencing stress, anxiety, or threat, regardless of the source
	•Condition 2.1 Proportion of individuals dissatisfied with the present situation
	•Condition 2.3 Proportion of individuals who have confidence that the proposed change will bring benefits
Total 2	Total 7

Several possibly supporting conditions should also be mentioned. These have to do with the skills that one would expect to find among counselors. They are: 4.1--"group skill in communicating accurately," 5.2--"norms supporting continued communication in emotional situations," and 5.4--"norms supporting individual disclosure of feelings, worries, or frustrations with the task.." These are seen as only potentially positive conditions because, while it is very likely that counselors have exceptional skills in helping students "...communicate accurately..." in "...emotional situations...", it was not clear that counselors themselves would respond in the ways described in a group setting with their peers.

In summary, an extremely rough kind of force-field analysis using the twenty--seven (27) conditions for readiness for innovation, and assuming each has the same weight, gives an approximate score of seven (7) major negatives versus only two (2) major positives; and thus, a strong combined press against implementing the counselor accountability system--even on a pilot basis as planned. Seven (7) certainly beats two (2) and that fact may have been decisive in the fizzling of the planned implementation.

In addition, organizational characteristics that applied to the counselors' roles may have contributed. These included the lack of special funding accountability, a much greater span of supervision, and a lack of line authority (discussed in Part VI, Section A).

PART VII

ACTUAL CARRYOVER

Although the implementation of the evaluation did not take place as planned, some notable carryover did occur. The kind of change that actually took place fits better with a "slow accretion" explanation than with a sudden or dramatic one.

Although selected objectives from the Evaluation Plan were not implemented in a pilot program and on-site peer review teams were not organized and utilized, one college, Los Angeles Valley College, did use the objectives from the Evaluation Plan to construct their accountability system. Under the chairmanship of Michael Saluzzi, who, not incidentally, was on the district's evaluation plan writing team, the counselors took on subcommittee assignments related

to the functional areas they identified after discussing and reviewing the Evaluation Plan. All fifteen (15) counselors on staff were involved in the two-year effort which was, essentially, a self-study.

Much of the data gathered over the two (2) years were of the counselor-student contact type. The data included a count of the number of hours spent in various types of work. Information related to Valley's accountability effort is shown in Appendix 6. In this regard, the student-contact numbers that were generated were of the kind that had been identified by the old measures-of-effectiveness (MOE) committee as "descriptive." Perhaps the MOE committee had been accurate in estimating that descriptive data would be less threatening than evaluative data.

It is worth noting that the activities of instructors at community colleges often boil down to the student-contact type of data. For instructors and their departments or divisions, weekly student contract hours (WSCH) are routinely generated. This is true because the college's income, i.e., the average daily attendance (ADA) figures, depend on these determinations. It is safe to say that additional data of an evaluative kind generally is not collected on instructors. Why, then, should it be expected that counselors would jump to collect that kind of data about their own activities?

In addition, Robert Garber, at Los Angeles Pierce College, has continued to collect and report much of the data called for in the Evaluation Plan; so, carryover from the measures-of-effectiveness (MOE) endeavor is evident at Pierce, also.

Further, in the two years following the publication of the Evaluation Plan, a counseling accountability data gathering system was instituted at Los Angeles Trade-Technical College. At Trade-Technical, the connection between the MOE Evaluation Plan and the data gathering was not as direct as it was at Valley or at Pierce; but, it is accurate to say that many of the notions expressed in that Evaluation Plan were carried over as input into Trade-Technical's accountability undertaking. (Information related to Trade's Study is in Appendix 7.)

So, while selected Evaluation Plan objectives were not implemented as planned at a couple of the districts' colleges and an assessment of program objective attainment levels by peer review team members (counselors from other colleges in the district) was also not accomplished, some carryover is clear at three of the districts' colleges.

In conclusion, those who develop evaluation systems for student service programs would do well to perform a rough force-field analysis in combination with conditions for readiness for change, together with organizational factors, in order to estimate the likelihood that the innovation will be implemented.

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Gratitude is expressed to the following members of the planning committee for their efforts in developing this work shop.

Eloise M. Crippens, Pierce, Chairperson
Lleyce P. D'right, Southwest
Pat Drummond, West
Paul Feldman, West
Harriet Jarrels, City
Luis Reuss, Harbor
Julie Surshin, Valley

One of ten Los Angeles Community Colleges

A Conference.

Counting Our Abilities: Issues in the Evaluation of Counseling Services as a Guide to Ourselves

APPENDIX 1
DISTRICT-WIDE COUNSELING EVALUATION CONFERENCE
May 1981

Thursday, May 7, 1981
WEST LOS ANGELES COLLEGE
LRC 4th FLOOR

4800 Freshman Drive, Culver City

Sponsored by

LOS ANGELES COMMUNITY COLL
COUNSELORS ASSOCIATION

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Program

8:30 - 9:15	**Registration and Coffee**	
9:15 - 10:00	**Welcome**	Dr. M. Jack Fujimoto, President, West Los Angeles College
	Greetings by members of the Board of Trustees **Response to Chancellor's 1980 Charge to Counselors**	Mr. Art Glover, President, LACCCA
	Introduction of Chancellor's Representative, **Dr. Alice J. Thurston, President,** **Los Angeles Valley College**	
10:00 - 11:00	**Introduction of Guest Speakers** **Mrs. Del Anderson, Dean, Student Services** **and Counselors from** **Greenmont College Counseling Department**	Bernard Anchéta, Dean Student Services **Elaine M. Crippens** Conference Chairperson
11:00 - 11:15	**Coffee Break**	
11:15 - 1:30	**Workshops – All ten colleges**	
1:30 - 2:30	**Lunch**	
2:30 - 3:30	**Wrap up / Awards / Evaluation**	

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Appendix 2

COMPREHENSIVE EVALUATION SERVICES

The Office of the Los Angeles County Superintendent of Schools provides various consultant services to all K-14 school districts that are located within its service area of Los Angeles County. The term "school districts" legally includes all thirty-three (33) elementary districts, all seven (7) high school districts, all forty-two (42) unified school districts, and all thirteen (13) community college districts that are contained within Los Angeles County.

In many respects the County Office acts as an intermediate unit between local school districts and state-level agencies. For example: all thirteen community college districts in Los Angeles County must submit their preliminary annual budget to the Los Angeles County Superintendent's Office by July 1. Similarly, they must also submit their final annual budgets to the County Office by September 7 of each year. Furthermore, many of the community college districts still rely on the County Office to disburse payroll checks to their employees; and, as already noted, the County Office provides various consultant services as well. One broad area within which consultant service is provided is the area of Comprehensive Educational Evaluation Assistance. Under this umbrella category are three specific consultant service areas: 1) educational program evaluation. 2) educational program audit, and 3) evaluation and research technical support. These three services areas are further broken down as follows:

I. Educational Program Evaluation

Consultant services in this area are intended to help school districts and schools (including community college districts and community colleges) to determine major objectives for themselves and to establish practical plans for reaching those.

County assistance is available in each of the major task areas of program evaluation:

A) Conducting Needs-Assessments--Determining the needs of a district, school, college or particular subgroup in quantifiable terms.

B) Writing Process and Product Objectives--Stating the major activities and desired program outcomes in measurable terms.

C) Developing Management Timelines--Outlining a time schedule of the tasks and responsibilities of the program personnel.

In addition, the Evaluation Improvement Program, initially funded under ESEA, Title V, Part C, provides the following services to interested districts, schools and community colleges:

D) Program evaluation workshops for mid-management personnel to improve their skills, knowledge and attitudes in the areas of program evaluation, planning and dissemination.

E) Follow-up consultant services for workshop participants who have program evaluation responsibilities.

II. Educational Program Audit

Consultant services in this area help districts, schools and community colleges audit and validate: a) the evaluation procedures being used in a particular program, b) the degree to which a planned program is being implemented, including suggestions for interim improvements if such appear to be needed, and c) the accuracy of evaluation findings. (All audit reports are presented confidentially to the chief administrative officer of the district or to his or her designee.) The audit services include:

A) Evaluation Design Review

All aspects of the evaluation design are reviewed, including the product and process objectives, evaluation specifications, management plan and documentation, so as to insure the auditability of the program.

B) Program Monitoring

The actual program operation is reviewed through use of primary source data and on-site visits to determine how well it is meeting its objectives. The auditor may recommend interim improvements to the program management, if such appear to be needed.

C) Verification of Evaluation Findings

In addition to commenting on the completeness of an evaluation report and its recommendations, the auditor either indicates support or disagreement with the report's conclusions concerning how well a program attained its objectives and the report's recommendations for improvement.

III. Evaluation and Research Technical Support

Consultant services in these areas provide technical assistance in specializations that are likely to be needed by districts, schools, and community colleges involved in evaluation or research activities.

A) Program Evaluation Support Services:

1. Determining Appropriate Measurement Procedures

Assistance in determining reliability and validity of proposed measurement techniques. The division also makes available the services of a librarian and library of published tests and research instruments in the cognitive, affective and psychomotor areas.

2. Determining Appropriate Data Collection Procedures

Assistance in establishing procedures for effective collecting and monitoring systems that are suitable for process and product evaluation.

3. Determining Appropriate Data Analysis Procedures

Assistance in determining appropriate statistical treatment, computation and interpretation of analysis. Computerized data processing and analysis is available on a cost-recovery basis.

B) Research Support Services:

1. Computerized Information Retrieval System (LANCERS)

This system provides access to such data bases as ERIC, Exceptional Child Abstracts, Psychological Abstracts and AIM/ARM (vocational and career education materials).

2. Other Technical Assistance is Available in:

- Instrument construction
- Research design including hypothesis generation
- Proposal development
- Demographic analysis

These three comprehensive evaluation services are made available to all of the following thirteen (13) community college districts and twenty-two community colleges within the county.

COMMUNITY COLLEGE DISTRICTS

1) Antelope Valley Community College
2) Cerritos Community College
3) Citrus Community College
4) Compton Community College
5) El Camino Community College
6) Glendale Community College
7) Long Beach Community College
8) Los Angeles Community College
9) Mt. San Antonio Community College
10) Pasadena Area Community College
11) Rio Hondo Community College
12) Santa Clarita Community College
13) Santa Monica Community College

COMMUNITY COLLEGES

1) Antelope Valley College
2) Cerritos College
3) Citrus College
4) Compton College
5) El Camino College
6) Glendale College
7) Long Beach City College
8) East Los Angeles College
9) Los Angeles City College
10) Los Angeles Harbor College
11) Los Angeles Metropolitan College
12) Los Angeles Mission College
13) Los Angeles Pierce College
14) Los Angeles Southwest College
15) Los Angeles Trade-Technical College
16) Los Angeles Valley College
17) West Los Angeles College
18) Mt. San Antonio College
19) Pasadena City College
20) Rio Hondo College
21) College of the Canyons
22) Santa Monica College

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COMMUNITY COLLEGE DISTRICTS

Los Angeles County

APPENDIX 3

BY-PROGRAM-OBJECTIVE REPORTING FORMAT

There are two major ways in which results of the Program Evaluation of the district's Counseling Program were to have been presented. The first was by showing the results of the peer review on-site college visits for each of the forty (40) program objectives shown in Part V of this paper. This type of presentation gives a full page to each of those objectives and takes the form shown on the next two pages where two examples of the by-program-objective kind of presentation are given. Both examples are from the 1981-82 fiscal year evaluation report for the Campus Child Development Centers (CCDC) program in the Los Angeles Community College District (LACCD). The full report is in ERIC (ED 224 508). The CCDC Evaluation Report for fiscal 1982-83 is in press.

The two following pages show the evaluative results for two program objectives: Objective 1.1 and Objective 5.1 that were part of the CCDC Evaluation Plan. Objective 1.1 was the first objective under Goal 1.0 while Objective 5.1 was the first objective under Goal 5.0.

A subjective rating of "commendation" by the peer review team meant "outstanding" or "excellent." A subjective rating of "notation" by the peer review team meant "very good." Below the "Revise to Read" message is the way that objective was to read in the future. That message testified to the "living/developing" nature of the Evaluation Plan itself.

Appendix 4 of this paper presents two examples of the other major way of presenting evaluation results, i.e., by college. This presentation method was also to have been used with the district's counseling program evaluation.

LOS ANGELES COMMUNITY COLLEGE DISTRICT

CHILD DEVELOPMENT PROGRAM

GOAL 1.0 The Districtwide Child Development Program will enhance accessibility to higher education and job training to the student-parent by providing early childhood education services.

PERSON(s) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE OF COMPLETION	COLLEGE	WAS OBJECTIVE ATTAINED? YES	NO	COMMENDATIONS, RECOMMENDATIONS, NOTATIONS
1.1 The Director	Will gather needed feedback information from parents regarding their characteristics, current status of their academic goal, number of hours of child care used by parents, and added support provided by Center.	• Parent survey (Questionnaire item numbers 1-8, 11,13,21,25) • Census report (Census report item numbers 2,3, 7,8)	End of fall semester Twice a semester	CITY	X		b. Commendation - The file is a working file that goes back to the beginning of the center.
				EAST	X		a. Commendation - Did a needs assessment to determine the level of faculty need for children's services.
				HARBOR	X		
1.1 The Director	Revise to Read: Will gather needed feedback information from parents regarding their characteristics, current status of their academic goal, number of hours of child care used by parents, and added support provided by Center.	a. Parent survey (Questionnaire item numbers 1-8, 11,13,21,25) b. Census report (Census report item numbers 2,3, 7,8)	End of fall semester Twice a semester	MISSION	X		
				PIERCE	X		
				S. WEST	X		
				TRADE T.	X		a. Commendation - Compiled information data sheets on student-parents.
				VALLEY	X		a. Notation - Has collected information on the number of honor's students there are among student-parents.
				WEST	X		a. Notation - Descriptive passage well written information utilized by Dean.

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LOS ANGELES COMMUNITY COLLEGE DISTRICT

CHILD DEVELOPMENT PROGRAM

GOAL 5.0 The Districtwide Child Deveopment Program will offer a parent involvement program which would enhance parenting skills.

PERSON(s) RESPONSIBLE	TASK TO BE PERFORMED	HOW TASK ACCOMPLISHMENT WILL BE MEASURED	DATE OF COMPLETION	COLLEGE	WAS OBJECTIVE ATTAINED? YES	NO	COMMENDATIONS, RECOMMENDATIONS, NOTATIONS
5.1 The Director, and the CCDC Instructors	Will keep parents informed of Center program, policies and other pertinent information.	* Parent survey (Numbers 21, 27) * Orientation or Intake Interview records * Parent Handbook * Bulletin boards	End of fall semester Continuous	CITY	X		c. *Notation - Good parent handbook* d. *Notation - Good parent newsletter*
				EAST	X		c. *Notation - Good parent handbook* d. *Notation - Good parent newsletter*
				HARBOR	X		a. *Commendation - Good bulletin board, topic "Is it just play?"*
				MISSION	X		c. *Comment: - Parent handbook needs to be improved.*
	Revise to Read:			PIERCE	X		
5.1 The Director, and the CCDC Instructors	Will keep parents informed of Center program, policies and other pertinent information.	a. Parent survey (Numbers 21, 27) b. Orientation or Intake Interview records c. Parent Handbook d. Parent newsletter or e. Bulletin boards	End of fall semester Continuous *Continuous* *Continuous* *Continuous*	S. WEST	X		a. *Comment: - Parent handbook needs to be improved.*
				TRAN T.	X		a. *Commendation - Good bulletin boards showing curriculum for the month.*
				VALLEY	X		
				WEST	X		a. *Notation - Good parent handbook.*

APPENDIX 4

BY-COLLEGE REPORTING FORMAT

This appendix provides two examples of the second major results presentation method that was to be used for the Los Angeles Community College District's (LACCD) counseling program evaluation report, e.g., the by-college presentation. Examples for the other major results presentation method, the by-objective method, are given in Appendix 3.

Examples of the by-college method shown in this Appendix are for Los Angeles Valley College and West Los Angeles College. Again, the evaluation results concern the LACCD's Campus Child Development Center's Program. This presentation method lists the members of the peer review team. The asterisks next to names indicate that those members of the peer review team were "lead peer evaluators." Thus, the evaluation team was led by a peer who, among other things, led the team in deciding not only whether each objective was attained or not attained, but also in deciding whether attainment levels deserved a "commendation" or "notation." As noted earlier, a "commendation" by the team meant the team rated that college's program attainment level as "excellent." A rating of "notation" meant "very good."

These examples show the second kind of presentation method that was to be used to communicate a college's attainment levels for the district's counseling program.

EVALUATION RESULTS

LOS ANGELES VALLEY COLLEGE

Date of Evaluation: May 20, 1982

Evaluators

1. Kathy McCreary, director, Campus Child Development Center, LA Valley College
2. Lawrence Merkle, instructor, Campus Child Development Center, LA Valley College
*3. Erika Rosemark, director, Campus Child Development Center, LA Pierce College
*4. Leanna Watts, director, Campus Child Development Center, LA City College
5. Dr. Donald Kester, consultant, Los Angeles County, Division of Evaluation

Unattained Objective	Measurement	Commentary
4.1 Will maintain an exemplary field training site where students can learn through practical application the theories taught in instructional programs	a. Observer and practicum exit reports	a. In progress

Objective No.	Commendations, Notations, Comments, Recommendations
1.1	a. Notation - Has collected information on the number of honor's students there are among student/parents
2.1	b. Notation - Had good form
2.2	c. Notation - Does a director's report
3.1	b. Notation - Involves aides in curriculum planning
3.1	c. Commendation - Initiated special education component
4.1	a. Comment - Observer and practicum exit reports in progress
4.3	b. Commendation - Good student assistant handbook tied-in with ongoing training programs
5.2	a. Commendation - Good parent program with a lot of options
6.3	c. Commendation - Funded for several grants

EVALUATION RESULTS

WEST LOS ANGELES COLLEGE

Date of Evaluation: May 19, 1982

Evaluators

1. Yvonne Hatfield, director, Campus Child Development Center, West LA College
2. Bernard Ancheta, dean, Student Services, West LA College
*3. Karen Crummer, director, Campus Child Development Center, LA Harbor College
4. Liz Forge, director, Campus Child Development Center, LA Southwest College
5. Sandra Frazier, instructor, Campus Child Development Center, West LA College
6. Dr. Donald Kester, consultant, Los Angeles County, Division of Evaluation

Unattained Objectives	Measurement	Commentary
4.1 Will maintain an exemplary field training site where students can learn through practical application the theories taught in instructional programs	a. Observer and practicum exit reports	a. This was not applicable. There were no on-going observers/practicum students this semester

Objective No.	Commendations, Notations, Comments, Recommendations
1.1	a. Notation - Descriptive passage well-written, information utilized by dean
1.4	a. Notation - Dean indicated usefulness of this information
2.1	b. Notation - Had good form
	c. Notation - Had good form
2.2	c. Commendation - Good director's report
2.3	c. Commendation - Held a large community/alumni gathering, both for social and data collection purposes
3.1	c. Notation - Good tour
3.2	b. Commendation - Teacher provided a good explanation of learning centers
4.1	a. Comment - Not applicable. No on-going observers/practicum this semester
4.2	b. Notation - Does written impressions at beginning and end of semester
5.1	c. Notation - Good parent handbook

APPENDIX 5

CONDITIONS RELATED TO READINESS FOR CHANGE

These conditions related to readiness for change or innovation are from a monograph by Warren Bell, Spencer Wyant, and Richard Schmuck entitled: "Diagnosing a School's Readiness for Change: What to Look for When Starting an Innovation." The monograph was edited by John McCalley and was part of the Central California Facilitator Project, Office of the Santa Clara County Superintendent of Schools. It was copyrighted in 1979. The twenty-seven (27) conditions for readiness are listed within six (6) clusters.

Cluster 1: Accessibility of Resources and Support

1.1 Extent and kind of technical knowledge needed to implement a change
1.2 Availability of technical knowledge within the school
1.3 Accessibility of technical knowledge and expertise outside the school
1.4 Availability of financial resources
1.5 Support from key administrators in the district

Cluster 2: Internal Press for Change

2.1 Proportion of individuals dissatisfied with the present situation
2.2 Proportion of individuals valuing the proposed target
2.3 Proportion of individuals who have confidence that the proposed change will bring benefits

Cluster 3: Stability of the Staff Undergoing Change

3.1 Proportion of turnover of membership of the staff
3.2 Commitment of key administrators to remaining in current positions for the duration of the change
3.3 Proportion of individuals attempting other changes
3.4 Proportion of the staff experiencing stress due to the complexity of the school organization

Cluster 4: Skill in Collaborative Group Work

4.1 Group skill in communicating accurately
4.2 Group skill in making clear decisions
4.3 Group skill in conducting effective meetings
4.4 Group skill in working effectively with diverse views, opinions, and values
4.5 Group skill in solving problems

Cluster 5: Norms Supporting Collaborative Group Work

5.1 Norms supporting collaboration
5.2 Norms supporting continued communication in emotional situations
5.3 Norms supporting perseverence in group tasks
5.4 Norms supporting individual disclosure of feelings, worries, or frustrations with the task
5.5 Norms supporting third-party helping

Cluster 6: Spirit of kisk-Taking

6.1 Proportion of individuals who are willing to risk new action on behalf of the school
6.2 Willingness of key administrators to make reciprocal changes in their behavior
6.3 Presence of charismatic leadership
6.4 Proportion of individuals willing to undergo training in new skills and behavior
6.5 Proportion of individuals experiencing stress, anxiety, or threat, regardless of the source

APPENDIX 6

CARRY-OVER: COUNSELING ACCOUNTABILITY AT LOS ANGELES VALLEY COLLEGE

Part of the carryover or carry-forward effect of creating the counseling Evaluation Plan shown in Part V of this paper was the development and pilot-testing of a counseling accountability self-study at Los Angeles Valley College. Among other things, the Valley counselors put together a list of thirty (30) counselor functions and used an activity log to track counselor-student contacts and time spent in ten (10) categories. At the time, the chairmanship of the counselors at Valley was held by Michael Saluzzi who had been a member of the counseling chairs evaluation plan writing team. This appendix includes both a copy of the Counselor Activity Log used and the List of Counselors Functions identified.

COUNSELOR BI-WEEKLY ACTIVITY LOG

Name _____

Please indicate the HOURS spent per week in the following activities:

	Week	Week
1. Scheduled Appointments	____	____
2. Unscheduled Appointments (indicate type) Drop in Crisis Faculty Administrators	____	____
3. Group Counseling: Preparation and classroom (indicate type) Orientation Workshops	____	____
4. Liaison (indicate type) High School outreach Departmental liaison (including classroom visits) Other Colleges liaison Other Colleges articulation Community	____	____
5. Testing	____	____
6. Teaching: Preparation and classroom	____	____
7. College Business (indicate type) Senate meeting College meeting Administrative committee Report writing	____	____
8. Departmental Business Staff meeting Staff committee meeting Evaluations Hiring	____	____
9. Professional Development Conferences LACCCA meeting Staff Development	____	____
10. Clerical Answer phone Reception Typing Making appointments Assist students using career resources Other	____	____

If you spend an unusual amount of time on any area, please specify ____

***Be sure your hours total 35 hours per week.

LIST OF COUNSELING FUNCTIONS

1. Academic Counseling	Includes but is not limited to: Assisting students in planning and implementing immediate and long range educational goals that are consistent with their aptitudes, past achievements and employment or life experiences. Discussing with students their academic options of Transfer, Employment oriented, Remediation and Enrichment programs. Services provided: Individually or in groups By appointment or on a drop-in basis For specific groups: EOPS Ex-offenders Financial Aid Foreign Students New Students Orientation Returning Women Special Services (handicapped) Veterans May include the utilization of student advisors who assist counselors with scheduling which involves: Explanation of terms, i.e., units Course descriptions, times, dates Symbols related factual information
2. Articulation	The maintenance of an ongoing liaison with other colleges and universities in order to provide students and faculty with current information about course equivalencies, as they relate to major and general education requirements. This function also involves the preparation and updating of Educational Requirements Bulletin which provides the above information.
3. Career Center	Establishing and maintaining a center which makes available specialized information and services as regards careers.
4. Career Counseling	To provide students with sufficient self-knowledge and knowledge of the world of work to effectuate successful career choices.
5. Committee Assignments	Counselors as members of the LAVC teaching staff are involved in policy making and serve on committees that make policy decisions.

		Such committees may be departmental such as the "Intern Screening Committee," Institutional such as the "Curriculum Committee" or "Senate." Professional Representatives such as AFT or LACCCA.
6.	Community Relations	Service to community groups as a direct result of affiliation with LAVC for purposes of consultation, recruitment, introduction to college and guidance. Examples are: Advisory Boards, Testing, Recruitments, Speaking Engagements, Professional Evaluations, Appraisal of Community Resources, Program Development, Consulting.
7.	Crisis Counseling	Assisting of students experiencing severe psychological distress.
8.	Department Liaison	Any contact between counseling and department representatives to facilitate the following: Dissemination of articulation information (high schools and institutions of higher learning) that affect the departments. Explanation and publicizing of new course offerings. Advising/Referring on student problems Exchange of ideas on career opportunities in department areas Discussion of common concerns Strengthening counseling/academic departmental relations. Assessment of counseling services offered Feedback re: course relevancy. Presently, each counselor is assigned as a liaison to one or more departments. The recommendation is that a formalized method for evaluation of the effectiveness of this function be established.
9.	Drop-in Counseling	To provide immediate answers to basic academic questions or general counseling questions or provide a referral to help answer more involved questions.
10.	Testing	Through the Career Center, a variety of tests are administered and interpreted as 1) part of the counseling process/services made available to students; 2) part of the Admission requirements for RN, RT, and Placement tests for Dietary Ass't. program.

	In conjunction with the English Department English Placement Tests.
11. EOPS	The EOPS counselor is responsible for providing the following services for students disadvantaged by economics or culture or language: Academic, career and personal counseling Counseling of EOPS students on probation Articulation with EOPS and AAP programs at transfer institutions Developing activities for EOPS students that enhance self-esteem, foster pride and dignity and motivate Conducting special groups and workshops on transferring, meeting requirements, etc. Developing and supervising an EOPS Counseling Peer Adviser program
12. Ex-offender	Counseling any student who has been incarcerated but who is now on parole or probation, or who is presently incarcerated but is not on parole or probation.
13. Financial Aids	Counseling students who are on financial aid, counseling in relation to the financial aid programs involved.
14. Foreign Students	Counseling potential and current F-1 visa students.
15. High School Liaison	A LAVC representative who establishes an open communication with surrounding high schools for the purpose of developing a mutual understanding of goals, rules and needs.
16. Interns	Accepting and training graduate students from four-year institutions who need internship experience at the Community College.
17. New Student Orientation	The efforts made by the counseling staff to introduce new students to the college environment and consists of the following: Description of the facilities/campus tour Explanation of services Discussion of educational programs offered Registration/Scheduling information Discussion of school policies Survival tips, i.e., time managment English Placement Testing

		To fulfill the standard 6A Guidelines which mandate that all organized student orientation is designed to establish an individual and personal relationship between the entering student and the institution.
18.	Personal Counseling	Dealing with all types of personal issues in a confidential way.
19.	Personal Development Courses	Teaching a variety of classes designed for personal, academic or career growth. Some of the classes may double as group counseling sessions when appropriate.
20.	Publicity	To help administrators, faculty and students know of the services available in Counseling.
21.	Recruitment	Speaking, counseling, serving as resource persons in recruitment efforts to obtain new students for LAVC.
22.	Retention	Includes any and all efforts by LAVC Counseling Staff to help students to remain in school. The following activities have been identified: Individual and group counseling appointments to help students define their goals. Counseling of students on probation explaining the services available to them and inviting them to make a counseling appointment Counseling of students who are withdrawing from school P.D. courses which provide support and workshops such as the one on stress
23.	S/He Center	Counseling students who are reentering the academic scene after a long absence, or entering for the first time. Counseling is related especially to women's issues.
24.	Handicapped Student Programs and Services	Services provided for handicapped students who have special needs. With such services these students are able to gain access to equal education.
25.	SPEDY (Special Programs for Economically Disadvantaged Youth)	A nine-week summer program designed to encourage disadvantaged students to pursue Educational and/or Career goals. The program includes employment, supervision, vocational counseling, testing, resume and job interview preparation, providing labor market information.

26. Staff Development	Any on campus or off-campus professional activities that aid in the counselors' professional growth, awareness and skills.
27. Student Assistants	Training, selecting, supervising and evaluation of LAVC students who have completed PD15, a training class, have been selected to assist counselors. Duties include but are not limited to the following: Providing factual information Recruitment Conducting campus tours Clerical assistance Passing out and collecting test materials Assisting with filling out of forms admissions, financial aid Explanation of admissions and registration procedures Assistants may work on a voluntary basis or receive monetary or cooperative education compensation. Student Assistants may not give out any academic information regarding articulation or do any academic, career or personal counseling.
28. Veterans	Counseling students who are eligible for benefits under the G.I. Bills, including California Veterans, Disabled Veterans, "Cold War" Veterans and their dependents, and "War Orphans."
29. Workshops	Group seminars, held on/off campus about a specific topic for: a. student b. faculty c. classified d. administrators
30. Study Abroad	Study abroad is one of the methods by which students can increase their international awareness as we progress more and more to a one-world concept. Counseling is involved with Study Abroad by announcing the programs, counseling students in their academic preparation and program selections; advising students of financial aid availability and of Work Study programs overseas. Assistance is given in pre-trip planning and what to expect when living and studying in a different culture.

APPENDIX 7

CARRY-OVER: COUNSELING ACCOUNTABILITY AT LOS ANGELES TRADE-TECHNICAL COLLEGE

Part of the carryover effect of developing the district's Evaluation Plan shown in Part V of this paper was the development and pilot-testing of counseling accountability self-study at Los Angeles Trade-Technical College. The local college members of Trade-Technical's evaluation planning team included: Gloria Verdugo and Paula Bonda, both counselors, and Dr. Jeanette Hushaw, Assistant Dean of Student Support Services. Assisting them were Drs. Kester and Chang from the Office of the Los Angeles County Superintendent of Schools.

The Trade-Technical evaluation team reviewed several items, including the district's Evaluation Plan. After doing so, it decided that two questions needed to be answered. First, "What do counselors do during their 'down time'--that is, during those two months each semester between the mass registrations?" Second, "Who do the counselors serve during those two months?" The team decided that a separate form should be used to collect data relevant to each question.

Because the counseling evaluation team at Trade-Technical found that it lacked access to its college's own student data base (that information somehow seemed to have disappeared down a "black hole" at the district office), the team was forced to collect student data on its own. It did so by creating the data gathering form entitled: "Los Angeles Trade-Technical College Counseling Student Use Form." This form is shown on the next page. In addition, the team created a Counselor Activities Data Gathering Form.

Both forms were used during the initial, pilot-testing phase during the spring of 1982. However, only the "student-use" form was used during the actual self-study during the spring of 1983. The Trade-Technical faculty union, on behalf of the Trade-Technical counselors, had successfully resisted the instituting of the counselor activities data gathering effort for the spring of 1983 on the grounds that it constituted a "change in working conditions" and therefore, violated the collective bargaining agreement. Interestingly, at almost the same time, counselors at Los Angeles Valley College were keeping track of their activities.

A paper describing what was found in answer to Trade-Technical's two questions has been written and presented at three conferences. It is currently being retyped for submission to ERIC.

LOS ANGELES TRADE-TECHNICAL COLLEGE
COUNSELING STUDENT USE FORM (0754

STUDENTS: Form use is NOT mandatory but your responses will help us to improve our Counseling Services to you.

NAME: _____ SOC.SEC.NO. ☐☐☐ ☐☐ ☐☐☐☐
Last First M.I.

ADDRESS: _____
Street City State Zip Code

BIRTHDATE: ☐☐ / ☐☐ / 19☐☐ SEX: (1)___ Male (2)___ Female
Month Day Year

MARITAL STATUS: (1)___Single (2) ___Married (3)___Separated (4)___Divorced

VETERAN: (1)___ Yes (2)___ No
HANDICAPPED: (1)___ Yes (2)___ No
FOREIGN STUDENT: (1)___ Yes (2)___ No
CAREER CENTER: (1)___ Yes (2)___ No
REFERRED BY: (1)___ Self (2)___ Faculty (3)___ VEA/Tutor (4)___ EOP&S (5)___ Other Counselor (6)___ Financial Aid (7)___ Other
STATUS: (1)___ Not Enrolled (2)___ New (3)___ Continuing (4)___ Returning
ACADEMIC STANDING: (1)___ Not Enrolled (2)___ Good Standing (3)___ Probation (4)___ Disqualified
COUNSELOR VISIT: (1)___ First (2)___ Second (3)___ Third (4)___ More than 3

ETHNIC BACKGROUND
___(1) Black/Afro American
___(2) Chicano
Mexican-American
Hispanic
___(3) White/Caucasian
___(4) Asian/Pacific Islander
___(5) American Indian
Alaskan Native
___(6) Filipino
___(7) Other
___(8) Decline to State

MAJOR: _____ ☐☐☐☐☐☐
(See Majors & Major Code Sheets)

EDUCATIONAL OBJECTIVE: (1)___ Transfer (2)___ AA/AS (3)___ Certificate
(Rank 1 to 5 1=most important) (4)___ Classes (5)___ Job Improvement

IS ENGLISH YOUR FIRST LANGUAGE? (1)___ Yes (2)___ No If no, complete number 3.
(3) What is your first language? _____ ☐☐
(See Language Code Sheet)

COUNSELOR USE ONLY

COUNSELOR CODE: ☐☐

TEST SCORES: Language ☐☐ English ☐☐
Reading ☐☐ Math ☐☐
Numerical ☐☐ Test Waived ____
Not Tested ____

Level(s) of Counseling Given: (Circle)
(1) Transfer (2) AA/AS
(3) C of C (4) Classes
(5) Job Improvement
(6) Other

REFERRED OUT: (Circle)
(1) Faculty (2) VEA/Tutor
(3) EOP&S (4) Off-Campus or Other Agency
(5) Financial Aid (6) Other Educ. Institution

Type(s) of Counseling Given:
Academic/ Business (1)___Yes (2)___No
Vocational/ Trade (1)___Yes (2)___No
Personal (1)___Yes (2)___No
If Personal, show which kind(s) below:
1___2___3___4___5___6___

LENGTH OF SESSION: ☐☐☐ Minutes
EXIT INTERVIEW: (1)___ Yes (2)___ No
OFFICE CONTACT: (1)___ Appmt. (2)___ Walk-in
NO SHOW: (1)___ Yes

Form C Rev. 11/82

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